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for

Volume 47

April, 1947

Number 4

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## BIG BOSTON MEETING

"The Role of Catholic Education in the Post-War World," is the general theme of the 44th annual meeting of the National Catholic Educational Association to be held in Boston, during Easter Week, April 8-10.

There will be inspiring meetings for teachers and administrators in all fields of Catholic education—the seminary, the college and university, the high school, the elementary school, schools for the blind, schools for the deaf, and meetings for diocesan superintendents.

In his article, "Boston, an Educational Center" (page 115), Father Sherlock, archdiocesan superintendent of schools, in behalf of His Excellency, Archbishop Cushing and all the Catholic educators of his archdiocese, extends to you a cordial invitation to Boston. You will find on pages 116-120 pictures and brief descriptions of some of the Catholic schools that flourish in the Boston area. These are only samples of the recent great progress made by Catholic education and culture in New England, the old stronghold of Puritanism. Come and see for yourself.

Many of the numerous publishers of school books and manufacturers of school equipment whose advertisements appear in this and other issues of THE CATHOLIC SCHOOL JOURNAL will have educational exhibits at the big Boston meeting. We hope that you can see them, but, if you can't, we shall be glad to help you get further information on any of the products you need. Use the inquiry blank on page 59A of this issue.

## GOING UP

Beginning with the May, 1947, issue, the subscription rates for THE CATHOLIC SCHOOL JOURNAL will be: In the U. S., Canada, and countries of the Pan-American Union, \$3 per year; in foreign countries, \$3.50.

The Catholic School Journal is published monthly except in July and August by

### THE BRUCE PUBLISHING COMPANY

540 North Milwaukee Street, Milwaukee 1, Wisconsin  
 Eastern Office: 330 West 42nd St., New York 18, N. Y.  
 Central Office: 105 S. La Salle St., Chicago 3, Ill.

**Article Index:** Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*, and in the Catholic magazine index of *The Catholic Bookman*.—Entered April 20, 1901, as Second-Class Mail Matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1947, by The Bruce Publishing Company.

**Subscription Information:** Subscription price in the United States, Canada, and countries of the Pan-American Union, \$2.50 per year, payable in advance. Foreign Countries, \$3.00. Copies not more than three months old, 35 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.—Editorial Contributions: The editors invite contributions on education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.

# Help Them Help Themselves

Each month the CATHOLIC DIGEST compiles and condenses the best of current reading — "the golden thread of Catholic thought." It tells teachers how to take this reading into the classroom and put it to work to make sound Catholic thought intelligent Catholic action. Based on articles appearing in the current issue of the magazine, it outlines each month a series of classroom activities: practical projects, study suggestions and reading recommendations.

The Catholic Digest Study Guide is prepared at Marquette University by Professor Hugo Hellman of the Graduate faculty — a specialist and nationally known authority in classroom procedures.

It is sent free to all principals. If you are not receiving yours, or if you want additional copies they are yours for the asking. Write directly to Catholic Digest, 41 E. 8th St., St. Paul 2, Minn.

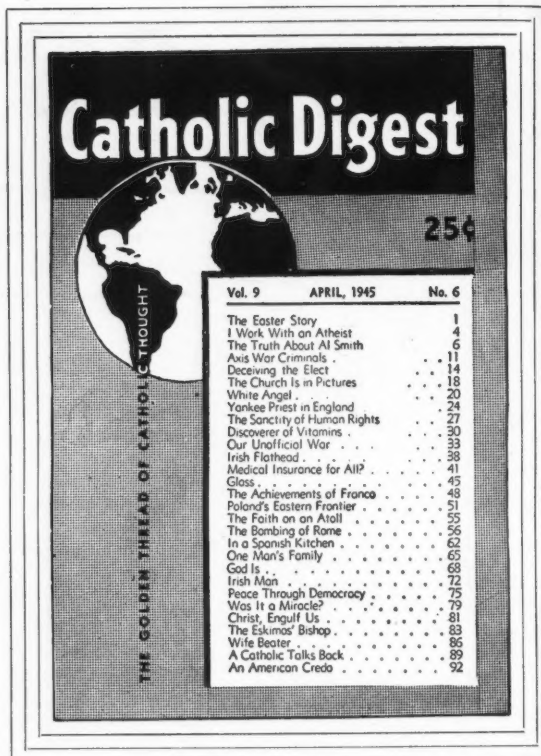
## "TEACHERS OF FRENCH:

Did you know there is a French edition of the Catholic Digest? It is printed in Paris, and carries original articles from French Catholic sources as well as translations from the American edition. It is available to schools at the special rate of 15 cents per copy."

# CATHOLIC DIGEST

41 E. 8th Street

St. Paul 2, Minn.



*"In the religious crises of our times, the reasoned, scientific exposition of truths and faith, however efficacious, is in reality insufficient. Today we require the greatness of Christianity lived in its fulness . . . we require a valorous army . . . ready to fight for their faith, for God's law for Christ."*

That, as you know, is His Holiness Pius XII on Catholic teaching — words spoken to the Italian women leaders on January 27, 1947.

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# The CATHOLIC SCHOOL JOURNAL

Vol. 47

APRIL, 1947

No. 4

## We Need Philosophy in Education

*Sister M. Stella Maris, R.S.M. \**

THE purpose of this discussion is to show why philosophy of education should be a "must" course in any teacher-training program; and why a course in Catholic philosophy is a necessary preparation for any teacher in a Catholic school regardless of the educational level on which he is teaching.

Philosophy attempts to interpret the universe, man, life, God. A man's philosophy is often called his viewpoint. From his philosophy of life springs his philosophy of education, method, curriculum. Every system of education is based on some philosophy of life, for education follows the trend of thought; no changes in one occur without noticeable changes in the other. A philosophy of life is important everywhere. In the teaching profession, its importance can hardly be exaggerated. Here it is absolutely necessary to understand the fundamental reasons of things. The main problems in education are philosophical problems, hence, the need for a clearly defined philosophy of life and of education.

### The Whole Man

In this era of social change, varying standards, relative morality, dethronement of absolute truth, Catholic philosophy alone provides valid criteria for the interpretation of life—man's relations to God and to his fellow man. The fundamental principles of Catholic philosophy are eternal truths which guide man through this life in order that he may attain life eternal. Those who advocate a general education only, as a complete preparation for a teacher in the twentieth century, either do not know the facts or else do not speak the truth. Among Catholic teachers today, three classes may be distinguished: those who have had no philosophy; those who have been indoctrinated with false philosophies; and those who are fortunate enough to have studied Catholic philosophy. It is evident that the

first class has not been adequately prepared but it is not yet too late for a remedy. Contrast the viewpoint of the second and the third class. One has been fed on the insipid and "vitaminless" food of Rousseau, Spencer, Dewey, Kilpatrick, and their followers in the field of psychology; the other has had large doses of Aristotle, St. Thomas Aquinas, Newman, Spalding, and other exponents of Christian philosophy and education. The mental development of each class reflects the type of nourishment received. Are all three classes equally good teachers? Pope Pius XI defines good teachers as those "who are thoroughly prepared and well grounded in the matter they have to teach; who possess the moral qualifications required by their important office."<sup>1</sup> By this definition all three groups may claim to be good teachers. The Holy Father, however, very explicitly states that "the subject of Christian education is man whole and entire, soul united to body in unity of nature, with all his faculties natural and supernatural, such as right reason and Revelation show him to be."<sup>2</sup> Again, "the proper and immediate end of Christian education is to co-operate with divine grace in forming the true and perfect Christian . . . the true and finished men of character."<sup>3</sup> A course in the Catholic philosophy of education helps to guide the teacher to fulfill the end proposed by emphasizing, first of all, the nature of the subject to be taught. "Man whole and entire" means that no aspect of man's nature is to be overlooked in his education. The spiritual and the physical, moral, intellectual, and emotional are to receive due consideration. The ultimate end is to be attained through the use of the proper means. Details must be kept in place; a hierarchy of values receives close attention. An educational program worthy of the name must enlighten the intellect by truth, discipline the

will to strive for the maximum good, and train the aesthetic sense to appreciate the truly beautiful. The imagination is developed, controlled, and guided into useful channels; the memory is trained, but not at the expense of thought.

### Not In Bread Alone

False philosophies, on the other hand, make man continuous with nature, with society, with the state—at best, a good social animal. The end of education is "the good life." The supernatural is excluded or denied. A Catholic teacher subjected to such philosophies will not agree in theory with the philosophical concept of man or the purpose of education outlined, but there is grave danger that he or she may imbibe the spirit and apply the system, unconsciously, to the school curriculum and methods of teaching. After contact with such principles, the mind becomes clouded and finds difficulty in separating the false from the true. One who becomes so engrossed in science or art that the supernatural life is neglected ceases to be a Catholic teacher.

Doctor O'Connell, who has made an intensive study of naturalism in American education, asserts that one can be a practical materialist although he is aware of the fact that the spiritual is primary. He also holds that:

The Catholic educator in these days who is not competent in the essentials and spirit of Christian philosophy leaves himself and those committed to his care open to grave errors and tendencies in the matter of interpretation. . . . To avoid the dangers of naturalism . . . a thorough understanding of the Christian philosophy of education at least is a prime essential. Without such a training, the Catholic teacher is exposed to and exposes his students to attitudes and ideals which threaten the very foundations of Christian education. . . .

What kind of explicit philosophy can we expect our future teachers to have who have not had a first-class course in the Catholic philosophy of education? Is it not clear that if such courses are not given in the vast

\*Mt. St. Agnes College, Mt. Washington, Baltimore 9, Md.

<sup>1</sup>Pius XI, *Divini Illius Magistri*, p. 30.

<sup>2</sup>Pius XI, *ibid.*, p. 19.

<sup>3</sup>Pius XI, *ibid.*, p. 32.



Aerial view of Boston with the Charles River and Esplanade in the foreground and the Customs House Tower in the distance.

majority of our teacher-training schools that the entire system is exposed to the danger of false educational theories?<sup>4</sup>

#### Untrained Teachers

Personal contact with teachers who lacked a Catholic philosophical background and who have been exposed to philosophical courses in state normal schools, colleges, and universities makes Doctor O'Connell's statements ring too true. Pragmatic methods are employed; a thing is good and to be used if it works; more freedom must be allowed to children; courses which prepare for living are all important, *ad infinitum*. Catholic philosophy is interested in life, too, and all that it embraces. Each experience that the Catholic school curriculum provides is a means toward the ultimate goal, God. If it is not, it does not belong there. Controls of conduct in the Catholic sense are the intellectual and moral virtues. Natural virtues are not neglected. Discipline, defined as "the art of being a disciple," is something each pupil must learn. The questions of rewards and punishments, successes and failures, motivations and interests, are always answered in the light of one's philosophy. The tasks of a teacher are very complex whether he is working on the elementary, secondary, or college level. The children of today have problems that were unknown to children of a former age. They live in a different environment. The teacher must be prepared to solve their prob-

lems intelligently. If he fails in this, his authority will not be respected in other matters, and he will lose the opportunity of leading "the children of men to the feet of the Master, Christ."

To be effective, a course in the Catholic philosophy of education should include a study of the principles and aims of education; educational agencies; the nature of the child and the necessary means to develop his intellect, strengthen his will, and give him a taste for the good, the true, and the beautiful. It should apply philosophy to the selection and use of methods, and to the making and interpretation of the curriculum. In addition, it should lead the students to find inspiration in the lives of great Catholic educators, and enable

#### A HIGH SCHOOL STUDENT

A high school student is a keen lover of justice. He wants to be fair to others although he may fail in this. But he expects others to be eminently just to him and he is most grateful for being treated justly. He does not resent punishment when he knows it is fair. He does rebel, at least inwardly, against over-severe or extreme punishment.

A high school student rebels especially against public criticism. He will accept almost any private criticism that he realizes is deserved but he rightly expects that problems which concern him personally be dealt with privately and confidentially. — Rev. Raymond G. Kirsch.

them to detect the errors in modern systems of philosophy as applied to education. Teachers who have not had so complete a course can enlighten their minds by reading and studying some of the good texts which are available on this subject.<sup>5</sup>

#### Again "the Whole Man"

To avoid confusion, it might be well to mention that, while philosophy is stressed, there is no intention of minimizing the value of other subjects in teacher preparation. Good courses in religion, giving a theological background, are essential. Correct methods and techniques are important; general educational background in the content subjects is necessary. But what the teacher needs most of all is a supernatural viewpoint. The things of time must be judged by the light of eternity. To the extent that pupils grasp this viewpoint and make it their own, the teacher's efforts have been crowned with success. For, according to Father Farrell, "Success in human living can be summed up in terms of good actions, actions in conformity with the dictates of reason; and the principles of good actions are good habits, or virtues. This is the end of education, this is the reintegration of human personality that means complete, energetic, successful human living — sanctity."<sup>6</sup>

<sup>4</sup>See DeHovre-Jordan, *Philosophy and Education*; the *Catholicism in Education* (New York: Benziger Bros.); Redden and Ryan, *A Catholic Philosophy of Education* (Milwaukee: Bruce Publishing Co.).

<sup>5</sup>Walter Farrell, O.P., *A Companion to the Summa*, Vol. II, "The Pursuit of Happiness" (New York: Sheed and Ward).

<sup>4</sup>Geoffrey O'Connell, "Naturalism in American Education, and Dangers of Its Infiltration Into Catholic Education," *N.C.E.A. Bulletin*, Vol. XXXVIII, August, 1942, pp. 239, 240.

# Education For Democracy

*Rev. Francis K. Wallace, S.J. \**

FOR a long time Americans have been sure that our democracy is founded largely on the education of our people. We have confidence in our democratic form of government because we have confidence in the ability of our people to come unerringly to right conclusions and just judgments. And this confidence in our national education has, in turn, been founded on admiration of our splendid system of schools.

It is something of a shock, then, to learn that our school system is not all that the fine buildings, elaborate equipment, and generous budget have led us to believe it was. Those competent to judge find it necessary to give most serious thought to plans for a thorough renovation of our American school system. We have constructed a tremendous and powerful organization, but it is not turning out the right product.

The accelerated programs of training introduced by the army and navy during the war years have showed that the old systems were inadequate to produce anything close to maximum development in American students. Radical conversion is needed.

"Education for Democracy" is rather universally proposed as a slogan and a touchstone with which to test the merit of future education. The slogan is being shouted about the nation with varying tones of conviction and wisdom. It is not time wasted to consider this noble slogan and some of the principles involved in its adoption.

Our democracy is only as strong as the ideals and convictions that possess the minds and hearts of our citizens. Democracy is government by the people. An intelligent and peaceful people, we believe, will build a just and happy world. The power of democracy is immanent in its people, but so is its weakness. According to what common ideals will our people build? From what principles will our people decide the course of our destiny?

Democracy must be founded on solid social institutions. Its integrity is dependent on the integrity of its foundations. Its strength must be drawn from the vitality of its inferior societies such as the family, civic groups, labor groups. For its ideals and principles it relies on its wellsprings of education, its traditions and cultural development as they are handed down in family, in church, and in school.

Because they have such a special place, schools in democratic nations must exercise a special democratic function. In addition to those ends common to all education, schools in a democracy must infuse right ideals and principles of democracy into the citizens.

Any form of reconversion of educational policy in America must have room for this special function uniquely imposed on it. It must see to it that the ideals and principles that are the animating spirit of our nation are absorbed and digested by every student.

An American must be steeped in these truths, which must be for him certain and indubitable convictions. They are like the axioms of science; to deny them is to deny the whole structure of democracy. An American may, possibly, be ignorant of the principles of mathematics and physics. That would be unfortunate, but then he alone would be the loser. But the principles of democracy are a matter of national life and death; a man ignorant of them is a source of disease in the national body. Trusting such a one with the responsibilities of citizenship is like trusting a madman with a loaded revolver.

The presence among us of so many deadly cells of Communism and other undemocratic madness is the greatest proof that a reconversion in education is imperative.

What are the principles of democracy that everyone must know? It would be a good question for a public poll whether all the principles contained, explicitly or implicitly in the second paragraph of the Declaration of Independence would be acceptable to all who today profess to be true Americans and lovers of democracy. Without these principles our system of democracy cannot endure. There is no foundation on which democracy can be built except on those truths so eloquently set down by the Fathers of our Republic:

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That to secure these rights, govern-

ments are instituted among men deriving their just powers from the consent of the governed.

It has always been a cause of regret to me that our federal constitution contains no such profound and exact statement of principles. True, those principles are embodied in our national law and taken for granted, but nowhere are they set down in their brilliant outline and clarity.

A conviction of God is fundamental to any democratic way of life. It is the grossest kind of self-deception to believe that our right to freedom of religion is the right to be or not to be religious. The existence of God is not an open question of debate in a democracy; it is the fundamental truth on which our whole way of life is established.

Without an omnipotent and provident God, a democratic government would justify all that Plato said about it when the problem was posed to him: Without God, democracy would be just a short half-step ahead of pure anarchy. For without his duty to God, can man have any duties to anyone else besides himself? Duty to God and to God's servants is the first fundamental of any government ever invented — that is any government worth considering.

Human rights are given to men by God. It is only because Mr. Brown's human rights come from the same Creator as Mr. White's human rights that Mr. White has any obligation to respect Mr. Brown's rights. Unless we are all servants of the same God, there is nothing between us that can determine how far I may not go in selfishness. But because Brown is endowed with certain inalienable rights by the same Divine Person who gave me my rights, an order is established; and to secure that order, governments are instituted among men.

Up to now, it has been assumed that public education may safely be silent about God provided nothing is taught contrary to truth. How inadequate and unsafe this assumption is has become distressingly clear.

Free will and personal responsibility is the second greatest principle on which democracy is founded. Our form of government is founded on a profession of faith in the innate dignity of human personality. We assume the possibility of establishing a society on the principles of reasonableness in human relations. That men are endowed with rights by God is the ultimate foundation of democracy. But more proximately, democracy is founded on the conviction that these rights are evident to men who will make use of their reason, and on the further conviction that men are re-



*Bas Relief on Entrance to the Lucy Wielock Kindergarten Training School, Boston.*

\*St. Mary's College, St. Marys, Kans.





*"By the rude bridge that arched the flood,  
Their flag to April's breeze unfurled,  
Here once the embattled farmers stood,  
And fired the shot heard round the world."*

sponsible, one to the others, to respect those rights.

The fundamental law of any country is not the brilliant fulmination of the inventive genius of original statesmen. Rather, it is written primarily in the nature of man. It is written not in words and symbols, but in fact and truth. The natural law is there for everyone to see and understand. It is a principle of democracy that all men can recognize this fundamental natural law.

It is the mistake of tyranny to be ignorant of this fundamental of democracy—to believe that fundamental law is made, created by the state. Slave peoples have been led to believe that rights are privileges granted by the state. Such belief is false and damnable, and is possible only in a state where education is made a mockery. The state does not decree what shall be right or wrong; it merely recognizes objective fact and truth and enforces its laws with adequate sanctions.

There are, it is true, penal laws which are state created: such are speed laws and regulations for prompt tax returns. But these are secondary and regulatory measures. They are not fundamental. Our democracy does not

stand or fall by their observance or nonobservance except in so far as they affect more fundamental principles. But there are other unchangeable laws necessary to national life. Such laws are decreed by God in His great system of natural law. State laws are but re-enunciations or applications of the natural law.

Democracy is founded on the conviction that men can and should be educated so as to be competent and desirous to discover such law. That is why democracy, if true to its convictions, chooses persuasion and not force as its medium for diffusing its ideals. That is why, for example, America has greater confidence in the public forum of the UNO than in its atom bomb.

Democracy is convinced, if it is true democracy, that men are reasonable, that independent of human words and prejudices; there is an unchangeable right and an unredeemable wrong. Democracy is convinced, if it is true democracy, that men have the power and the will to recognize right and wrong for what they are, and that men, with few in-

human exceptions, feel themselves obliged to accept the right and reject the wrong.

Any system of education that fails to make room for these truths is untrue to its job in democracy. In such a system, the slogan "Education for Democracy" is a hollow noise of nonsense syllables.

No school is exempt from its duty in this regard whether it be public or private, Catholic or non-Catholic. This is one of those obligations of which we spoke above—an obligation written large in the nature of things as they exist about us.

For Catholic schools, of course, this is not a sufficient aim. The aim proposed here is only partial and natural; it is an aim that can be realized and grasped by unaided reason. The Catholic aim must be infinitely higher. It is an aim provided us by supernatural revelation. Any American school must profess to train good and perfect citizens. But Catholic schools must profess more—to train good and perfect *Christians*, to fit the youth of America to be called and to be sons in the kingdom of God.

## Adjust Your Teaching to the Pupil

*Sisters M. Victorine and M. Vianney, S.S.J. \**

OUR chief want in life is someone who shall make us do the best we can." This summarizes the need of those placed under our care in the classroom, and ours is the responsibility of satisfying it. Most of us easily understand and assist the superior and average students in developing their abilities. However the matter becomes complex when we approach those inferior in mentality or personality adjustment, or in both as is often the case.

### Causes of Failure

The pupils in the class who apparently are not learning anything, lack interest, create disciplinary problems, or are merely passive, have become that way because of one or more of the following reasons:

1. Environment: Bad home conditions, bullying at school or ridicule, harshness of the teacher, accelerated or retarded entry into school, frequent changes of school, unsatisfactory teaching methods, unwise acceleration.
2. Physical conditions: Speech, vision, malnutrition, poverty, insufficient sleep, nerves, epilepsy.
3. Behavior: Stable or unstable character. The stable individuals can do routine work. The unstable are restless. They may seem brighter but according to tests are not.
4. Dislike for the teacher: Always on the defensive, easily antagonized.
5. Sense of responsibility: He may be pam-

pered at home and treated as a baby.

Backward children retarded by any of these external causes will catch up once these causes are removed. Borderline children with I.Q.'s between 70 and 80, if possessing good habits and stable character, can be placed in a slow group in an ordinary class and be taught the minimum essentials of the 4 R's. Remember that Charles Darwin, Isaac Newton, and Sir Walter Scott were considered dullards in school.

### Choose and Apply Remedies

Our yardstick for measuring and grouping pupils of this type is a mental test. While this does not analyze the entire situation it does serve as a guide. There are several types: those measuring mental age, those for social age, and the most recent kind begun by the Russians which measures muscular age.

No classroom is capable of providing individual attention for children with I.Q.'s below 70. If a child's handicap is so great that he cannot profit from the regular program, then early placement in a special room is desirable. Parents must be approached in a proper manner and convinced of the child's dire need of special placement. The pastor also must be acquainted with the situation. Notification should be given to these authorities when the child is in the first or second grade. It is impossible to remedy the situation after the pupil has reached grade seven.

We who are in the business of education do

\*St. David School, Detroit 5, Mich.

wrong when we send a child into life without ability to read or write, and with no sense of money values. Begin as far back as necessary with the borderline group in your classroom and let them progress at their own rate of speed. No matter how little they learn, it will be better than nothing at all. Observe these general pedagogical principles in handling these cases:

1. Do not attempt to teach what is beyond the mental maturity of the child. If he doesn't know the tables, do not teach long division.

2. It is a grave duty of the teacher to motivate lessons. Use various motivations for both boys and girls. Self-competitive motivation is the best. Present each subject in as real and interesting a manner as possible, e.g., stories, games, demonstrations.

3. Use functional methods. Make the lesson as close as possible to the real life situation, e.g., teach money values with real money.

4. Drill is necessary. A child with an I.Q. of 100 must meet a word 35 times. One with an I.Q. of 70 must meet a word 70 times before it is his for good. Vary each contact with the word. Provide multiple associations. Use the same fact in a variety of situations. Isolated drill has little value.

5. Reduce the opportunities for misinterpretation. Avoid connecting facts with wrong associations, e.g., mortal sin with trivial actions.

6. Avoid abstractions. Make the presentation of work concrete with charts, pictures, objects, and other visual aids. Help pupils recognize likenesses, differences, and relationships to other situations.

### They Can't Read

Inability to read is usually the greatest difficulty facing the slow children, for it is a tool subject without which they cannot master others in the curriculum. That we have failed in helping them here is evidenced by a brief glance at statistics. A reading test administered to 8600 children in 10 different schools showed that 43 per cent of those tested were retarded in reading. The reading grade level of the entire United States is fourth grade in spite of the fact that educational associations within this country annually hold 70 conferences for improvement in teaching the subject of reading. In contrast to this, only two per cent of the population in Japan are unable to read.

Since an ounce of prevention is worth a pound of cure let us examine the causes for failure in this subject:

1. Wrong start in presenting the basic steps.
2. Progressing the child beyond his rate of learning.

3. Inadequate materials, especially a shortage of readers of different grade levels within the room.

4. Faulty teaching methods. Sight reading is excellent, but the pupils should also learn to use phonics in unlocking new words.

5. There should be no grade in reading for reading is a growth. Never fail a child in reading but let him progress at his own rate.

No one should be promoted from kindergarten unless he can pass the Kuhlman-Anders-

son Reading Readiness Test. The Reading Readiness score is 2.5. However with 2.0 he may enter the first grade, but never with 1.6. If he is a retarded child, mark "Pre-Reading" and pass to grade 1.

This reading readiness involves several factors which merit serious consideration. Be sure the pupil is not suffering from word deafness which accompanies poor hearing, or from word blindness which is the result of poor vision. Both of these physical defects vary with mental deficiency. Boys usually have better visual and auditory discrimination of words than girls, though they score lower in mental tests. They are as ready as the opposite sex for formal education but do not make as great an effort. They present a challenge to the ability of their teacher, for if one of these with a normal I.Q. fails, it is a reflection on both teacher and parents.

### Skillful Teaching Required

The language spoken in the home also has a strong bearing on this situation. One who does not hear English except in school often has difficulty in retaining the word, its meaning, and association with other words and objects.

Freely praise the slow group on the basis of effort rather than accomplishment. This necessitates good marks on the report card. Those with an I.Q. of 85 or less should have their card marked "special" or "remedial work" and then be given passing grades for

improvement and effort. Explain to parents that if you mark the card "Grade 2" while the child is in the third-grade room, and then give him a better mark, it will encourage him more. But keep him in the third-grade room. Let him follow the sequence of classmates. It is necessary to pass on a special record with such a child, so that the next teacher can continue where the former left off.

### Necessary Adjustment

Any nonpromotion of these children should occur in the first, second, or third grades where social adjustments are comparatively easier, and they can still gain a foundation. This does not, necessarily, mean repeating a grade, but simply doing one half of the work the first year of the first grade and the other half of the work during his second year in the first grade. Under these conditions those with an I.Q. of 89 may be able to accomplish eight years of classwork within ten years of school.

Seize every opportunity to appreciate the problem of the child who learns slowly. Sympathize with him; help him all you can, but never call him lazy. Make him a member of the 5H Club: health, heart, hand, head, and holiness. In his religious training guide him to eliminate vices and to cultivate virtues. Thank God if that slow and backward pupil in your room is doing fourth-grade work in the eighth grade. If you have helped him advance that far, God's praise will crown your efforts.



*The Home of Paul Revere in Boston.*



# The CATHOLIC SCHOOL JOURNAL

## Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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## Question of the Month

**Financing of Parochial Schools:** How should parochial schools be financed? Should they be financed entirely by parishes? Should there be a diocesan school fund to finance completely the parochial schools? Or should there be a system of diocesan aid, using any available diocesan funds applying the varying techniques of state aid? Should the parish be responsible only for the payment of teachers' "salaries"? Should there be specific school moneys in each parish? If there is a parish school-operating fund, how should it be raised? If there is a parish capital school fund, what means can be used to develop it besides life membership in the school association? — E. A. F.

## Reports By Educational Associations

One of the striking things about reports by the non-Catholic educational associations is the amount of time and energy and educational experience that is put into their compilation, preparation, and publication. The format and presentation of the reports are excellent. I do not recall a single report published by the Catholic Educational Association that would compare in the things listed above. It may be safely said that we do not give the time, energy, and experience to the preparation of special reports, and we have none in scope or

quality expressing the Catholic point of view as these reports do. A case in point is the report on "Schools for a New World" just issued by the American Association of School Administrators. It is an extremely presentable report, indicating long and arduous hours of work, dedicated to an educational philosophy that is bankrupt in its main conception. Why shouldn't we give to a presentation of the Catholic educational idea, where it is effectively carried out in practice, the same energy, time, and experience? Such a report printed sufficiently long enough in advance, and made a basis of the active program of a meeting might raise the enthusiasm of that meeting to white heat.

We have a committee that is going to make a final report on the "Reorganization of the Catholic Educational System." Will it compare with the character of the reports of the American Association of School Administrators or the yearbooks of various educational societies such as the John Dewey Society? This is a test we ought to keep in mind. It is the test which the Baltimore Councils set up for our parochial schools; they must be not inferior to the public schools. Let us keep this minimum standard in mind as we examine the reports of our committees. — E. A. F.

## High School Graduates Not Admitted to College

The practice of restricting the attendance of those attending colleges to the upper 10 or 25 or even 50 per cent of high school graduates raises interesting problems for the Catholic college and the Catholic population.

What, educationally speaking, is to become of the other 90, or 75, or 50 per cent? Are they just to be educationally disinherited? Are we doing anything about their education? In view of the extraordinary determining influence of "marks" on our educational system, there is bound to be some injustice to individuals at this stage of their development, but this question we do not follow up now. Obviously at least Catholic education has done nothing about the problem at the present time in providing alternative opportunities for those educationally disinherited.

Catholic educational administrators have been presented with a special problem where non-Catholic students have been accepted and Catholic students refused admission. This is likely to be an acute problem on the professional school levels. This problem has been raised before, primarily with reference to the character of instruction. It has been questioned whether large bodies of non-Catholic students in classes does not result in a dilution of the teaching. This has in individual cases been known to be the fact, but how general it is no one knows. Where teachers are really competent in method and scholarly in the

possession of subject matter there should be little or no difficulty. Where these conditions do not exist — which is known to happen — there are serious dangers present.

Our present interest however is in the field of educational opportunity for Catholics where schools are well organized, adequately equipped, competently staffed, and the instruction which the student receives is not paid for by his fees. How is the school supported? What is the purpose of the school? What educational gains or opportunities are presented by the presence of non-Catholics in Catholic schools? Has the problem any relation to federal aid?

This is the kind of significant problem that the National Catholic Educational Association should be studying and discussing at its annual meeting in the college and university department. A committee to report on the problem would not be a bad project for next year. — E. A. F.

## Community Schools

There is a great drive in the National Education Association for what are called Community Schools; i.e., "dynamic school participation in community affairs." This is part of the "new school program for the new world." A wonderful story is told of the transforming effect of schools on communities, on the health and recreation, intercultural relations, industrial relations, and social welfare generally. To be educationally fashionable you must go and do in like manner.

Unfortunately, Catholic schools have been too imitative of the neighboring public school. But here is a development accepted widely among the leadership of the public school field, and readily securing at least superficial public approval, that has at its heart an unsound, a bankrupt educational ideal, at least as formulated in the early chapters of the most recent Yearbook of the National Association of School Administrators: *Schools for a New World*.

The parish and high school departments of the National Catholic Educational Association might very well give some attention to this problem in its appointment of committees for inclusion on its 1948 annual program.

Comment by readers on the educational philosophy underlying the Community Schools of the N.E.A. will be welcome. It will be a worth-while effort to discover the philosophy and not get lost in the "cases" of school influencing community. Try it. — E. A. F.

Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged — Ordinance of 1787.



# Boston—An Educational Center

*Rev. Cornelius T. H. Sherlock, M.A., M.Ed. \**

**I**N EARLY April thousands of religious throughout the United States will begin a pilgrimage to the country's leading cultural center—the city of Boston—wherein lies perhaps the greatest concentration of educational activity in the nation, to attend the forty-fourth annual meeting of the National Catholic Educational Association to be held April 7 to 10.

The National Catholic Educational Association could not have chosen a more appropriate site for its gathering, for the rich heritage of learning in the United States found its first expression in Boston, and the distinction of cultural education is still pioneered by its universities and especially by its Catholic schools.

Probably no metropolitan area can boast of a greater array of impressive educational institutions coupled with historic achievements. Within the cities and towns comprising the area of the Archdiocese of Boston there are 35 institutions—Catholic and non-Catholic—of college and university grade.

One of the outstanding jewels in the academic center is Boston College, located atop the beautiful "Heights" on the Boston-Newton line, barely a stone's throw from the Archbishop's house. Nowhere can one find a more picturesque campus or group of Gothic structures than those of "B.C.," which are mirrored in rare beauty in the near-by reservoir for the traveler as he approaches the site via Commonwealth Avenue.

To the north of Boston—just across the Charles in Cambridge—is Harvard University, with its world renowned Fogg, Germanic, and University Museums. Close by stand the majestic structures of The Massachusetts Institute of Technology—considered by many to be the leader in its field. Within the shadow of downtown Boston is Boston University with its many affiliated colleges. The museums of natural history and fine arts, and the excellent public library system, which is one of the oldest in the nation, add to the array.

Indeed, the historic background of the metropolitan area provides an unusual educational situation for the visitors attending the meeting. They will travel the very byways over which Paul Revere made his famous ride from the still-standing Old North Church to the battle greens of Lexington and Concord. Memories of the Battle of Bunker Hill in Charlestown and the eerie mythical sky rides of the early American Salem witches along the North Shore afford the academic minded the most appropriate atmosphere.

To the religious, however, the spotlight will be focused upon the Catholic school system in the Archdiocese of Boston. It is to be remembered that the Catholic educational en-

deavor in Puritan New England was until recent times bitterly opposed. Despite the opposition, the archdiocese boasts the largest and most inspiring school system in all New England. It has become all the more ambitious as a result of the leadership of His Excellency, Most Rev. Richard J. Cushing, D.D.



— Photo by Boris

*Rev. Cornelius T. H. Sherlock,  
M.A., M.Ed., Superintendent of  
Schools, Archdiocese of Boston.*

The archdiocesan school system covers about 2500 square miles, bounded on the south by historic Plymouth, on the west by Hudson, and on the north by the New Hampshire line.

There are 209 Catholic schools in the Archdiocese of Boston with a total enrollment of 113,306 students, of which 106,444 are enrolled in elementary and secondary schools. The educational system, with the exception of schools devoted exclusively to the education of young men and women for the priesthood or religious life, comprises 1 college for men, 4 colleges for women, 4 preparatory schools for boys, 12 academies for girls, 7 academies for boys, 4 academies for boys and girls, 1 diocesan high school, 1 trade schools for boys, 13 institutional schools, and 162 parish schools.

There is a total of 3655 teachers in the Catholic schools of the archdiocese of Boston—2610 Sisters, 67 Brothers, 18 priests, and 18 lay teachers work in the parish schools. In the colleges, academies, and preparatory schools there are 839 teachers and 103 teachers in the institutional schools.

Recently the writer was appointed by His Excellency, Archbishop Cushing, to the post of diocesan superintendent of schools and Rev.

Timothy F. O'Leary, Ph.D., was appointed assistant superintendent.

The diocese is rich in seminaries. There are 21 for men studying for the priesthood. In less than one year, His Excellency, Archbishop Cushing, established six of these seminaries. St. John's Seminary in Brighton is the diocesan seminary where 261 men are studying for the priesthood; 76 additional men are being trained at St. Clement's Hall, the diocesan junior seminary. Many religious orders have established seminaries or novitiates in the Archdiocese, a policy widely encouraged by His Excellency. The total number attending the various seminaries in the archdiocese in 1946 was 1149.

Among the more widely known women's colleges in New England are Emmanuel College and Regis College. Emmanuel College is located in The Fenway, Boston, while Regis College is situated in Weston.

The Newton College of the Sacred Heart was opened on a beautiful estate in Newton last fall under the direction of the Religious of the Sacred Heart. The location combines the advantages of country atmosphere with proximity to the educational centers of Boston.

Anna Maria College, located in Marlboro, is another of the new colleges established in the archdiocese for women. This college is under the direction of the Sisters of St. Ann.

The Ursuline Academy overlooking the Boston Public Gardens is one of the latest girls' schools established in the archdiocese. More than 112 years elapsed since the Ursuline Sisters, the Church's oldest community of religious women teachers, had been driven from the archdiocese by the Know-Nothing Movement in 1834. At that time their convent in Charlestown was burned to the ground by a bigoted mob. The Ursuline Sisters were recalled to Boston by His Excellency, Archbishop Cushing and established their academy last summer in the famed J. Montgomery Sears mansion at the corner of Arlington Street and Commonwealth Avenue, Back Bay.

A little more than a mile east of the Ursuline Academy, Archbishop Cushing has established the Christopher Columbus Catholic High School as a central high school for boys and girls. This school is located in the North End section of Boston. The boys are taught by the Franciscan Fathers and the girls by the Sisters of Notre Dame de Namur.

Boston College High School located in the South End section of Boston has the largest enrollment of any Jesuit secondary school in the United States. The present group of "B.C." high buildings will be razed to permit the erection of a large, modern Jesuit high school.

The Cathedral High School, attached to the Mother Church of the Archdiocese, in the south end section of Boston, is being enlarged

\*Superintendent of Schools, Archdiocese of Boston.



*Tower Building of Boston College on the Chestnut Hill Campus.*

to twice its size to permit the establishment of a central high school. The Sisters of St. Joseph teach in the Cathedral High School under the direction of a priest of the archdiocese.

Few New England parish schools have a larger total enrollment than has Our Lady of Perpetual Help, Roxbury, with 2411 students; St. Mary's in Lynn with 2009 students;

or Immaculate Conception, Malden, with 1843 students.

His Excellency, Archbishop Cushing, and his entire school system extends the most cordial invitation to the academic minded to attend the forty-fourth annual meeting of the National Catholic Educational Association and to view firsthand the Catholic educational endeavor of the Archdiocese of Boston.

## Catholic Schools in the Boston Area

*By the Editorial Staff*

**T**HE school directory for the Archdiocese of Boston lists 171 parochial elementary schools, 64 high schools, 22 academies, 5 preparatory schools for boys, a trade school for boys, 13 institutional schools, and 5 colleges.

Rev. Cornelius T. H. Sherlock, M.A., M.Ed., is the diocesan superintendent of schools and Rev. Timothy F. O'Leary, D.D., is the assistant superintendent. Their office is at 49 Franklin Street, Boston 10. Father Sherlock, who recently assumed the office of superintendent, was previously the assistant superintendent. He is a graduate of the Harvard school of education. For 16 years he served as teacher and administrator of St. Mary's high school and elementary school at Lynn, Mass.

Here are brief descriptions of a few of the schools in or near the city of Boston:

### St. John's Seminary

*St. John's Seminary*, Lake Street, Brighton 35. Established in 1884 by Archbishop Williams. Begins with college and philosophy course leading to the degree of bachelor of

arts. This is followed by a full course in theology.

### Colleges and Universities

*Boston College*, University Heights, Newton, Chestnut Hill 67. A university under the direction of the Fathers of the Society of Jesus. Very Rev. William L. Keleher, S.J., president. Faculty of 73 Jesuits and 57 laymen. 1657 students.

*Emmanuel College*, 400 The Fenway, Boston 15. Conducted by the Sisters of Notre Dame de Namur. Sister Margaret Patricia, president. A day college. Building of English Collegiate Gothic architecture with spacious chapel, library, assembly and social rooms, cafeteria, gymnasium, lecture rooms, offices, reception rooms, classrooms, and laboratory, and an outstanding art collection.

*Regis College*, Wellesley Street, Weston 93. Conducted by the Sisters of St. Joseph. Sister M. Honora, president. Faculty of 50 Sisters, 7 priests, 10 lay teachers. 583 students.

*Newton College of the Sacred Heart*, 885 Centre St., Newton Centre 59. Conducted by Religious of the Sacred Heart. Mother Eleanor S. Kenny, president. Resident and day students. Premedical and other preprofessional courses offered.

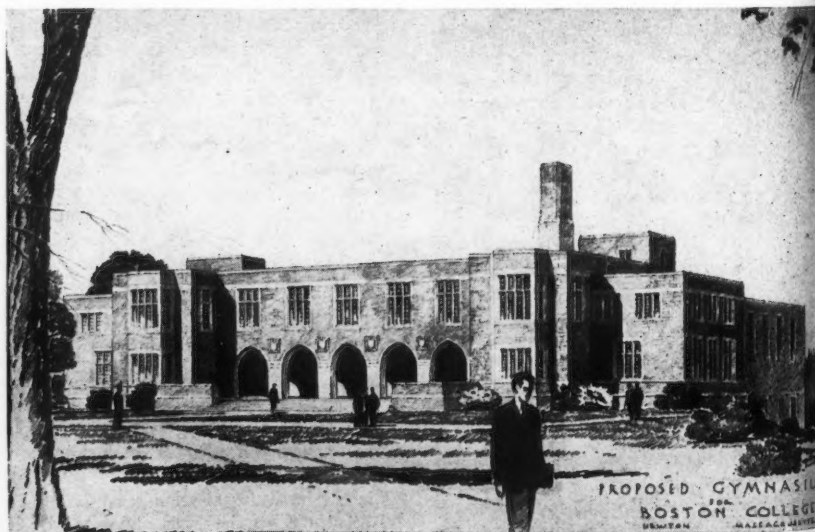
*Anna Maria College*, Broad St., Marlboro. Conducted by Sisters of St. Ann. Sister M. Anne Eva, president.

### Elementary Schools

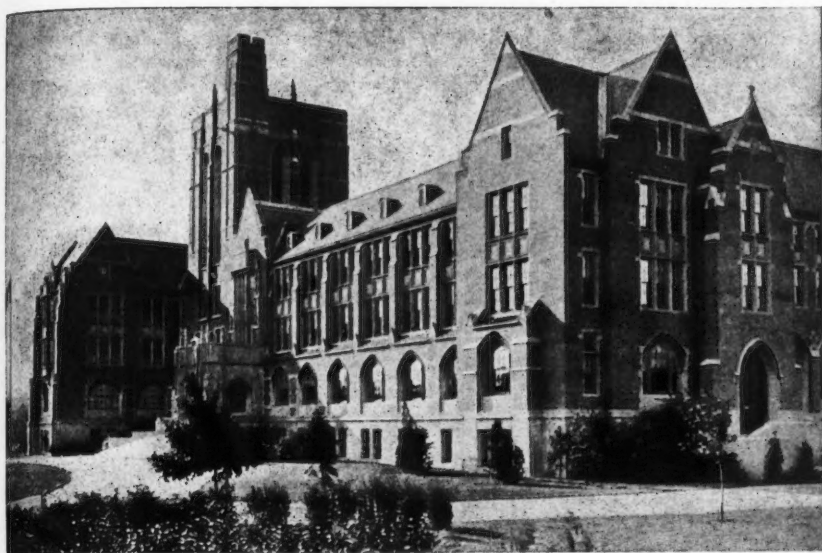
*Cathedral*, 75 Union Park St., Boston 18. Sisters of St. Joseph. Sister M. Stephen, principal.

Cathedral Elementary School has an enrollment of 390 pupils. The building has on the first floor four classrooms, a library, a study room, the principal's office, and the nurse's room. On the second floor are four classrooms and an auditorium.

His Excellency Archbishop Cushing is promoting the establishment of diocesan high



*The Proposed Gymnasium for Boston College, Newton, Mass., as Planned by Maginnis & Walsh, Architects.*



*Emmanuel College, 400 The Fenway, Boston.*

schools at convenient locations. At present the Cathedral High School is one of the largest of these schools. Of its 521 students, only 108 are from Cathedral parish.

When, last June, the school faced the necessity of limiting registration, the late pastor, Rt. Rev. Msgr. Thomas R. Reynolds, and the Archbishop planned a new wing which is now in process of erection. When it is completed, the school will have a capacity of 1000 students. Plans for the new wing provide 15 classrooms, a conference room, a library, a cafeteria, a biological laboratory, increased facilities for chemistry and physics, and science lecture rooms. There will be an elevator and a broadcast system with central control.

Cathedral High School plays a prominent part in the scholastic activities of the archdiocese. Both the boys and girls have engaged in many contests and competitions. The boys' debating team and the girls' debating team offer training in public speaking and parliamentary procedure. Both boys and girls are represented in the annual oratorical contest.

Two coaches direct the boys in football, basketball, and baseball. The girls have their own coach who has directed them in a most successful season of league basketball games.

The source of the life and happy activity of the students at Cathedral is their tender and beautiful devotion to our Lord in the Blessed Sacrament. On the First Friday of every month the entire student body attends Mass and receives Holy Communion at eight o'clock Mass in the Cathedral. It is a most inspiring sight to see so many boys and girls devoutly receiving Holy Communion. At the conclusion of Mass they recite together the Act of Consecration to the Sacred Heart.

Rev. William B. Foley is the administrator of the Cathedral Parish. Rev. Cornelius T. H. Sherlock, diocesan superintendent of schools, is in direct charge of Cathedral High School.

*Our Lady of Perpetual Help, 106 Smith St.,*

Roxbury 20. School Sisters of Notre Dame. Sister M. Ernestus, principal.

This is the elementary school of Our Lady of Perpetual Help Parish, popularly known as the "Mission Church"; hence the school is commonly called the "Mission School." It has an enrollment of 1650 pupils.

The parish is in charge of the Redemptorist Fathers whose home and mission headquarters are located near by. Very Rev. John M. Frawley, C.Ss.R., is the present rector. Sister M. Ernestus, S.S.N.D., principal of the school, says:

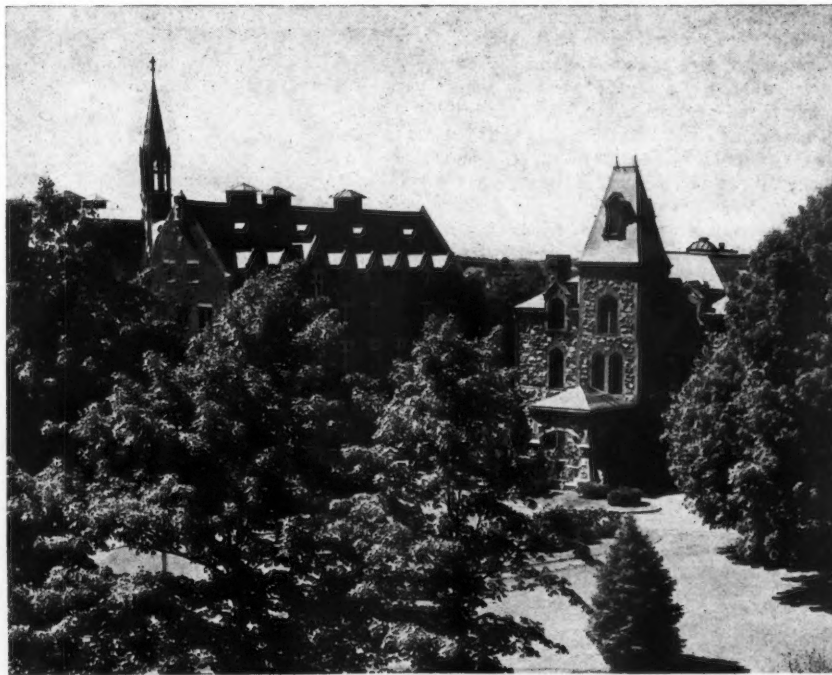
"To Catholic Boston, the Mission Church

is a name as familiar as The Common. Its slender spires, etched like spear points against a hilltop sky, stand out as importantly on the horizon of men's thoughts as they do on the skyline of their city. For, Mission Church does not stand like Boston's historic guidebook churches, a mere headstone over buried glory. It is rather a giant marker that points the site of a living spiritual center. The Tabernacle and the Miraculous Shrine are the holy axis of every pilgrimage however brief. This year marks the seventy-fifth anniversary of this Miraculous Shrine of Our Lady of Perpetual Help, the Lourdes of New England. . . . Twenty thousand people throng here every Wednesday to attend one or other of the weekly novena services.

"Adjacent to our school on Smith Street is St. Alphonsus Hall, famous for having staged for the past 45 years America's oldest Passion Play, 'Pilate's Daughter.' It is after all America's oldest Passion Play. Produced every Lent for 45 years, performed more than one thousand times, 'Pilate's Daughter' has played



*Our Lady of Perpetual Help School and St. Alphonsus Hall.*



*St. John's Preparatory School, Danvers, Mass.*





*Boston College High School has occupied this building for 84 years. Shortage of building materials has delayed the construction of some of the fine new buildings for the school shown in The Catholic School Journal for Nov., 1945, page 276.*

to more than a million and a half people. The sacred drama is definitely a foreground figure in the mural of Boston's religious life. It is more than a play; it is an institution."

The Academy of the Assumption is a boarding and day school for girls founded in 1893 by the Sisters of Charity of Halifax. Its buildings crown the crest of a hill in the beautiful village of Wellesley Hills, and artistic, literary, and musical center, ten miles from Boston. The grounds extend over two hundred acres. Besides a well-stocked farm, there are tennis courts, basketball fields, riding ring and bridle paths; and in winter excellent facilities for skiing, skating, and coasting.

While the course of studies aims at keeping abreast of the best features of educational progress, emphasis throughout, in accordance with the ideals of Mother Seton, is placed on a sound Catholic moral training. High school pupils may prepare for college, normal school, or the business world. The academy offers also special advantages in art, music, speech, and needlework. The high school is affiliated with the Catholic University of America and accredited by the New England Association of Secondary Schools and Colleges. For graduation a residence of two years is required.

St. Joseph's Academy, a school for boys with classes from kindergarten through grammar school is conducted also under the same management with a separate staff of teachers.

*St. John's*, 122 Rindge Ave., Cambridge. Sisters of St. Dominic. Sister M. Irenaeus.

### High Schools

*Cathedral*, 76 Union Park St., Boston 18. Sisters of St. Joseph. Sister John Ignatius, principal. Grades 9-12, boys and girls.

*Perpetual Help*, 69 Alleghany St., Roxbury 20. School Sisters of Notre Dame. Sister M. Patrick, principal. Grades 9-12, girls.

*Perpetual Help*, 743 Parker St., Roxbury 20. Xaverian Brothers. Brother Paul Francis, principal. Grades 9-12, boys.

*St. John's*, 49 Yerxa Road, Cambridge. Sisters of St. Dominic. Sister M. Annette, principal. Grades 9-12, boys and girls.

*Christopher Columbus*, 20a Tileston St., Boston 13. Franciscan Fathers, boys; Sisters of Notre Dame de Namur, girls. Rev. Timothy F. O'Leary, Ph.D., headmaster. Rev. Leonard Bacigalupo, O.F.M., principal of boys' department; Sister Cecilia Marie, S.N.D., principal of girls' department.

The Christopher Columbus Catholic High School was opened in September, 1945, in historic north end of Boston, a district now completely Italo-American in complexion. It is a diocesan high school, attracting residents of other districts and suburbs of Greater Boston. The headmaster is Rev. Timothy F. O'Leary,



*His Excellency Archbishop Cushing bestowing the Archbishop Cushing Trophy upon the debating team of Our Lady of Perpetual Help (Mission Church) High School, Roxbury.*



*Walnut Park Country Day School for Boys, Newton, Mass.*

Ph.D., formerly of the department of education in the graduate school of arts and sciences at the Catholic University of America and academic secretary of the Catholic Sisters College attached to the University. The principal of the boys' division is Rev. Leonard Bacigalupo, O.F.M., S.T.D., and the principal of the girls' division is Sister Cecilia Marie, S.N.D.

The school now has freshman and sophomore groups. Each year an additional class will be added until a four year high school course is completed. The initial enrollment of 223 has increased to 336. Both college preparatory and general courses are offered. The general program, however, is limited to a commercial diploma with noncollege credit. For the girls, the latter program includes training in the domestic arts, especially cooking and sewing. All boys and girls are required to take music and art in both college and general courses of study. In order to provide for better placement of students in the various courses, a testing program—including tests for mental ability, reading, and achievement—will be given to all candidates for enrollment in the freshman class.

The school has a modern cafeteria where students may secure hot meals, sandwiches, or light lunches at a reasonable rate.

Already some attention has been paid to group work in the school. The boys' dramatic club has sponsored one theatrical appearance, while the Julie Buillart choral group has appeared on the radio twice in programs of Christmas carols. Football and basketball teams represent the school. Because of the locale of the school, much attention is being devoted to the contribution which Americans of Italian extraction have made to this country. The Italian American Charitable has

made a contribution toward the scholarship fund of the boys' division and the Junior League of the Women's Italian Club conducts an annual scholarship tea, the proceeds from which will provide a full scholarship, every four years, to an Italo-American graduating from the girls' division.

Each principal is responsible for the studies and discipline of the respective division. There are eight faculty members, all Franciscan Fathers, in the boys' division and four, all Sisters of Notre Dame, in the girls' division. A chaplain is assigned to each division, and Mass is celebrated weekly in Our Lady's



*Christopher Columbus Catholic High School.*



*Christopher Columbus Catholic High School Altar in Boys' Chapel.*



*Christopher Columbus Catholic High School — A Cooking Classroom.*

Chapel and in St. Francis' Chapel, both chapels being located in the school.

Within a few years, the Christopher Columbus Catholic Center will be erected. The pupils of the high school will use facilities of the Center — namely, auditorium swimming pool, and gymnasium. This combination will be unique in Catholic educational circles.

*Boston College High School*, 761 Harrison Ave., Boston 13. Jesuit Fathers. Rev. D. A. Keane, S.J., principal. This school opened in 1863 as a department of Boston College, has a faculty of 72 Jesuits and 15 lay teachers. There are 1630 students.

#### **Academies and Preparatory Schools**

*Academy of Notre Dame*, 2893 Washington St., Roxbury 19. Sisters of Notre Dame de Namur. Sister Agnes Cecilia, principal. Elementary department for boys and girls. High school department for girls.

*Academy of the Assumption*, Oakland St., Wellesley Hills 82. Sisters of Charity (Hali-fax). Sister Teresa Carmel, principal. Elementary and high school for girls.

*St. John's Preparatory School*, Danvers.

Xaverian Brothers. Brother William, C.F.X., headmaster. Grades 8-12 for boys. Fine equipment on a campus of 200 acres in Danvers, 20 miles northeast of Boston.

*Country Day School of the Sacred Heart*, 785 Centre St., Newton 58. Religious of the Sacred Heart. Mother Eleanor S. Kenny, superior. Elementary and high school for girls.

*Walnut Park Country Day School*, 71 Walnut Park, Newton. Sisters of St. Joseph. Sister M. de pazzi, superior. Elementary school for boys.

*Rosary Academy*, 130 Lexington St., Watertown 72. Sisters of St. Dominic. Sister Colette, superior. Resident and day school for girls, elementary and high school.

#### **Special Schools**

*Don Bosco Trade School*, Byron and Horace Sts., East Boston 28. Salesian Fathers. Rev. Angelo Bongiorno, S.C., principal. Grades 7 and 8 for boys.

*St. John Industrial School*, 601 Winchester St., Newton Highlands 61. This is a feature of the well-known "Working Boys' Home," a



*Christopher Columbus Catholic High School — Music Room in the Girls' Division.*

part of the archdiocesan charities, supported by the quarterly magazine *The Working Boy*. It is in charge of the Xaverian Brothers. Brother Aubert, C.F.X., is superior. Boys in grades 5 to 8 who, for any reason, are homeless find here ideal conditions for living and learning.

*Boston School for the Deaf*, North Main St., Randolph. Sisters of St. Joseph. Sister M. St. Bernardine, superior. A well-known successful school for both boys and girls.

#### GIRLS CATHOLIC HIGH SCHOOL Malden, Mass.

The Girls Catholic High School of Malden, Mass., taught by the School Sisters of Notre Dame, has the honor of being the first parochial secondary school in the Archdiocese of Boston. It was established in 1908 by Rt. Rev. Msgr. Richard Neagle, pastor of the Immaculate Conception Church of Malden.

The first enrollment of the school included 23 students; the present, approximately 300, who follow a strictly classical program until their senior year when they either continue with the academic or enter commercial work for one year.

The character of the school always has been cultural and democratic. Dramatics is restricted to Shakespeare, the classical drama, or the standard modern play. A glee club, known as the Schubert Circle, is active with concerts or seasonal pageants. Lectures, by outstanding professional men and women, are a regular feature of the program.

Special activities in the school are the Catholic Students Mission Crusade and the Sodality of the Blessed Mother as organized



*The Gymnasium at Working Boys' Home, Newton Highlands.*

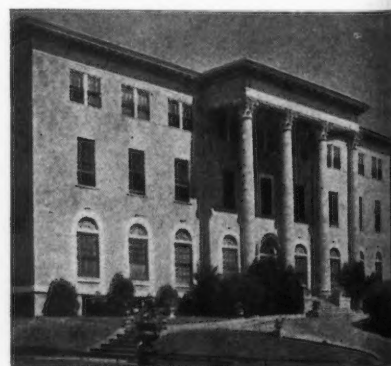
by Rev. Daniel A. Lord, S.J. Student participation predominates, therefore, in all the assemblies. National Book Week, Catholic Press Month, and Vocation Week are observed with due interest through exhibits, skits, demonstrations, and talks by representatives from the various educational centers. Journalism is promoted through the *Ricardian*, the school newspaper; the social life, through dances, within the school walls, and through other types of recreation. An annual retreat for the entire student body, likewise intramural, is held during Holy Week.

their guidance in developing the proposed reorganization.

The second meeting was an intensive three-day session held at the University of Notre Dame, January 5-7, 1943. The thinking of the Committee had progressed to such a point by the end of this meeting that it was decided to write a Progress Report giving its proposals for the levels of the educational system from elementary through high school to college.

#### Plan Considered

There was a great unanimity in the Committee, first as to the desirability of retaining the eight-grade elementary school, but also of allowing the better pupils in the elementary school to complete their course in less than eight years. The members thought that six years would be sufficient for the very bright and they approved of either of two plans of acceleration: the first recommended siphoning off the good pupils at the end of the sixth year and placing them on a special four-year high school from which they would continue directly into college. This plan has been in actual successful operation for almost a quarter of a century in the Diocese of Covington. The Diocese of Cincinnati in recent years adopted a modification of it.



*Rosary Academy, Watertown, Mass.*

## A Progress Report

# The N.C.E.A. Committee for the Reorganization of the Catholic Educational System

*Rev. Clarence E. Elwell, Ph.D.\**

THE problem of the reorganization of the American Catholic Educational system, both administrative and curricular, has been before the National Catholic Educational Association for decades. At the annual meeting held in Chicago in April, 1942, it was a topic for several papers. They provoked spirited discussion. Indeed, such wide interest was evinced and such a running unanimity concerning the desirability, nay, the need of some sort of acceleration or reorganization, that the executive board of the Association appointed a special committee on reorganization to present plans and proposals for such reorganization.

The first meeting of the Reorganization Committee took place in New York on November 5, 1942, with nine of the eleven ap-

pointed members present. They represented the various levels and viewpoints in the Catholic educational system with the exception of the seminaries, for which reason two new members were added to the Committee for the second meeting. The first step of the Committee was to draw up a list of criteria for

EDITOR'S NOTE. Many Catholic educators are asking what has become of the N.C.E.A. Committee for the Reorganization of the Catholic Educational System. This Progress Report, which has been circulated among members of the Committee, summarizes the accomplishments to date. Note that the concluding paragraph says that the Committee will meet in Boston during the convention, and that, "A final report should be forthcoming in the not too distant future."

\*Assistant Director of Education in the Diocese of Cleveland, in charge of high schools and academies. Office: 1033 Superior Ave., Cleveland, Ohio.



The second elementary plan called for the concentrating of all essential subject matter in six of the eight grades, viz., grades 1, 2, 3, and grades 5, 6, and 8. Grades 4 and 7 would be review-preview years presenting no material which would not be covered in other years. They could be skipped without missing anything. This second elementary plan was the more highly favored by the Committee.

A third plan calling for levels instead of grades was considered too complicated.

On the secondary and higher level there was also great unanimity in the Committee as to the desirability of shortening the eight years of secondary education in high school and college, and of unifying the curriculum of high school and college into one plan of secondary education. There was, however, a very sharp divergence of opinion as to whether or not to recommend the joining of all secondary education into one single six-year secondary school geared to the bright, or of continuing the existing division of secondary education with a four-year high school and a four-year college, each under independent administration but allowing planned acceleration.

#### Agreement on Elementary Plan

The former plan, the six-year high school beginning after grade eight, would mean that the pupil would pass directly from the secondary school to preprofessional or professional work in the university or professional schools. For the bright it would mean a 6-6-6 plan. The second plan would mean the retention of our present system with some acceleration at all levels.

So irreconcilable were the representatives of the two divergent points of view on this matter, that it was decided to present to the executive board of the Association the question as to what to publish in the Progress Report regarding the Committee's decisions. This was done at a fourth meeting of the Committee, a joint meeting with the executive board of the Association in Chicago, June 24, 1943.

The minority group of the Committee, at the joint meeting, those holding out for the 6-6-6 plan, urged the publication of a complete report of the Committee's recommendations for the entire system, including the two elementary plans and the two conflicting views as to the best practical solution of the matter of reorganization on the secondary and upper level.

The other group in the Committee, representing chiefly the viewpoint of the colleges, asked that only the plans for the elementary level be published at that time and that experimentation be promoted on the secondary and higher levels before coming to a decision as to what system was practicable and as to what plan for reorganization should be proposed. The recommendations of this latter viewpoint in the Committee secured the executive board's approval after sharp discussion. Accordingly, the Progress Report of the Committee issued in November of 1943 after the sixth meeting contained only the two elementary school proposals. It was also asked at this joint meeting that the Committee's member-

ship be enlarged so as to secure more complete representation of various points of view and also wider experience and backgrounds for further study of the problem.

#### Secondary and Collegiate Plans Studied

At the fifth meeting of the Committee in Cleveland, September 14, 1943, the new members were selected for approval by the executive board. Nine were appointed thus bringing the Committee to a total membership of 18. At the sixth meeting in Pittsburgh, November 5, 1943, the enlarged Committee drew up a questionnaire to be sent to the high schools and colleges to discover the facts and trends as regards the need and possibility of reorganization and acceleration. The returns on this questionnaire were analyzed by Dr. Drobka of Catholic University and reported to the Committee by Dr. Commins (in the absence of Dr. Drobka) at the seventh meeting. Of the 489 high schools contacted 211 (42 per cent) responded; of the 182 colleges, 114 (62 per cent) replied.

Because of the impossibility of an individual examination of all questionnaires by each member of the Committee, and also because of the

futility of attempting to assimilate all its information in the course of a single meeting, the Committee appointed a committee to report the general trends of the questionnaire at the eighth meeting in Atlantic City, April 12, 1944. Copies of the questionnaires and summaries of all reports were to be sent to all Committee members.

Doctors Drobka and Crowley gave a detailed analysis of the results at the eighth meeting. The general tenor was reflected in the eleventh and last point of Doctor Crowley's summary: "College and high school officials are in a transitional stage in their thinking and practices and are in a mood to accept leadership supported by a functional reorganization program."

As the work of the Committee progressed and various members of the Committee gave addresses on reorganization or reported the work of the Committee, data was being accumulated in regard to efforts at and experiments in reorganization and acceleration.

#### Results of Study

At the ninth meeting, in New York on November 10, 1944, the Reorganization Committee heard a report of the fine showing of the accelerated pupils in the Covington parochial schools and they appointed a subcommittee to gather these and other materials and publish them together with the information from the questionnaires. It was further agreed that a supplementary questionnaire be sent to the high schools and colleges which had reported that they were accelerating or reorganizing so as to secure further information. This report was not ready at the time of the tenth meeting of the Committee in St. Louis, March 25, 1946, but was finally presented at the eleventh meeting in New York, November 8, of that same year. It was read and discussed by the Committee and will soon appear from the Department of Education of the N.C.W.C. as a special bulletin. The analysis of the supplementary questionnaires will be included.

At this same meeting the Committee unanimously went on record as "encouraging some form of reorganization as feasible and desirable and as encouraging continued experimentation on all levels." The secretary was directed to prepare this present summary of the Committee's activities to this time.

#### Final Report Forthcoming

At this meeting also the minority sentiment, which had recommended the publication of the entire Progress Report presented to the executive board at the fourth meeting of the Reorganization Committee, again called for the release of the two views of the Committee regarding the reorganization of the high school and the college, hoping thus to bring the major work of the Committee to an end. The Committee agreed and two members were appointed to write up the details of the divergent opinions for presentation to the entire Committee and for action at the next meeting at Boston in the spring. This is where the work of the Committee stands at the present moment. A final report should be forthcoming in the not too distant future.



Old South Meeting House.

# Cornelia Connelly's Apostolate

*Sister M. Lilliana Owens, S.L. \**

ONE hundred years ago, an American convert, Cornelia Peacock Connelly, founded the Society of the Holy Child Jesus for the education of Catholic girls in England. Her task was laid upon her by Pope Gregory XVI.

Cornelia Peacock Connelly was born on January 15, 1809. Her father, Ralph Peacock, came of a Yorkshire family. Her mother was of Spanish extraction. Cornelia, the sixth of the Peacock's children, was a lively, high-spirited, strong-willed girl with gifts of intellect and character which marked her for leadership. Her education was received at home under the direction of a private tutor. At the age of 15 her parents died and she was adopted by her half sister, Mrs. Montgomery. There are no details of her religious practice during these years.

## Two Converts

She married Pierce Connelly, an Episcopalian clergyman, at the age of 23. They purchased a home at Natchez, Miss. Here they came into contact with some Catholic Sisters and their interest in Catholicism was aroused. She and her husband were received into the Catholic Church four years after they were married. Mr. Connelly was now without employment and he and his wife availed themselves of the opportunity to visit Rome. They spent the next two years in travel. While abroad they received word of their financial failure. This meant that both of them must seek employment. Mr. Connelly became professor of English in the Jesuit College of St. Charles of Grand Coteau and his wife became music teacher at the Sacred Heart Convent at Grand Coteau.

## A Happy Family

These were the external circumstances of Cornelia's life for thirty years. Crosses had thrown deep shadows across her path, but holy joy always predominated. She and her husband were young and devoted to each other. They had simple tastes, interesting occupations, beautiful children, and opportunities for useful work. They took up their residence in a pretty cottage which they called *Gracemere*. Here with their children they lived contentedly. Both of them had an extraordinary gift of personal charm. Cornelia's duties were not so arduous as to interfere with her care for her children. The oldest boy, Mercer, was six; Adeline was three; and John, "Pretty Boy" as they called him, was the delight of their hearts. Cornelia aspired to sanctity, and this path is always the *Way of the Cross*. She was destined to do great work for God. In order to be able to accomplish this she must needs be forged in the furnace of suffering, stretching through many, many years.

\*St. Mary Academy, Denver 3, Colo.

## The Crisis

Her first cross had come to her when her sister opposed her marriage to Pierce Connelly. But the crisis of her life occurred on January 30, 1840. She was walking in the garden with her children. A sense of intense happiness and love of God filled her soul. Suddenly she felt impelled by an exterior force, she raised her eyes to heaven and said, "O God if all this happiness be not for your glory and the good of my soul, take it from me. I



*Mother Cornelia Connelly.*

make the sacrifice." Twenty-four hours later her youngest child was laid in her arms to die there, fatally burned. Finally there came the strange decision of her husband. It was on the Feast of St. Edward, October 13, 1840. They were walking home from Mass and Pierce Connelly told his wife that he earnestly desired to become a priest and he asked her to make this possible for him by entering a convent. She cried out in anguish when the weight of that sacrifice was laid upon her; but she recalled her own offering and by degrees her soul grew more calm. She prayed and in prayer she found strength to repeat "Thy will be done."

## Ecce Sacerdos

The days advanced into weeks, and months went by, and in March, 1841, her youngest son, Frank, was born. In September she made a retreat. During this retreat, she made her decision to enter religious life and leave Pierce free to become a priest. Although her consent was then definitely given, five years were to elapse before the matter was settled. Pierce

Connelly went to Rome to lay his petition before the Holy Father, Pope Gregory XVI. The case was examined and Cornelia was summoned to follow her husband in 1843. Two years later the pope gave his consent to the separation. Cornelia, who had retired to the Sacred Heart Convent of Trinità dei Monti in Rome with her two younger children until her destiny was decided, made a solemn vow of chastity. On July 6, 1845, Pierce Connelly was ordained and on the next day he said his first Mass in the Church of the Trinità. While he was at the altar she was among those in the choir who sang *Ecce Sacerdos in eternam*.

## Her Apostolate

Then followed months of uncertainty about her own vocation. In a memorable interview Pope Gregory declared to her that she was not called to join any existing order but that a great work awaited her in God's Church. That work was to be the education of Catholic girls in England. We have no knowledge that the Holy Father intimated to Cornelia that she was to be the actual foundress of the new order. She was instructed to draw up rules and constitutions suitable for such a foundation but the details were very vague at the time.

Cornelia's heart turned toward the United States but when Pope Gregory XVI said to her, "From England, let your efforts for the cause of education reach America," she yielded. This decision was principally due to the representations of Bishop — later Cardinal Wiseman — who had long been seeking for some means of improving Catholic education for girls in England. The Earl of Shrewsbury was also greatly interested in the project. Bishop Wiseman and Lord Shrewsbury had known Cornelia since her first visit to Rome in 1836 and she seemed to offer the solution to their problem.

Cornelia was being shaped but she was totally unaware of this as she was so preoccupied with shaping something else — the new society for the education of Catholic girls. One day, while praying for the future congregation, she heard the words *Society of the Holy Child Jesus*. From that moment she spoke of it and thought of it under that title. On April 18, 1846, with the blessing of the Holy Father, Cornelia Connelly left Rome for England, where, under the protection of Bishop Wiseman, she was to begin her life's work. Her children were provided for. The oldest boy was at school in England. The plan was that Adeline was to remain with her to complete her education. Frank was also to remain with her until he was old enough to be sent to school with Mercer. Scarcely had she arrived in England when Pierce Connelly altered his decision and arranged



have all of the children sent away to school. This was a great blow to Cornelia. But so complete was her holocaust that those around her did not notice a single cloud of sadness on her countenance.

### The Foundation in England

Derby was the Bethlehem of her new Society; St. Leonard's-on-the-Sea was its Nazareth. She removed from Derby to St. Leonard's in 1848. It is always something of a miracle when a religious community takes root. It was particularly a miracle in this case. For this great American convert was soon to become somewhat of a public scandal in anti-Catholic England. Her husband, Pierce Connelly, had gradually begun to fail in his high aspirations. He began to hanker after his former life and he desired again the influence of his wife Cornelia Connelly. When she refused, he sued her in the English courts for a restoration of his marriage rights. Failing in this, he succeeded in estranging their children from Mother Cornelia. The years that followed were not easy years for Cornelia. There were difficulties over property, poverty, and sickness, and the postponement of the approbation of the Rule because of the activities of Pierce Connelly; even for a time there was the substitution, by an ecclesiastical superior of another Rule quite alien in spirit to all that Mother Connelly desired for her Society of the Holy Child Jesus. To all of these vicissitudes her answer was, "If the Society is God's work, it will succeed." Of the Rule she said, "It will be given back to us to the letter," and it was but not until after her death in 1879. That was her last purgation.

Between 1848 and 1863 Mother Connelly was building up with insight and power the great educational system of her society. Her outlook was essentially modern and her views were large and generous. In 1863, *The Book of Studies*, compiled by her as the needs arose, was printed. This was to be the chart for her daughters who were to travel the educational roads. She took care to insert in her rule that the members of her society were bound to "meet the wants of the age while leading their children to true piety and solid virtue."

### The American Foundation

Mother Connelly was deeply devoted to the works of her society in England but she was not unmindful of the words of Pope Gregory XVI, "From England, let your efforts in the cause of education reach America." The first call to America came in 1855 in the form of an invitation to open a school in Texas. She did not at this time have the personnel and the invitation was sorrowfully declined. Six years later, Louisa, Duchess of Leeds, a daughter of Richard Caton, and granddaughter of Charles Carroll of Carrollton, herself an ardent American, offered Mother Connelly two thousand acres of land in Lycoming County, and one hundred fifty acres in Towanda, Bradford County, Pa. It took 14 months to secure the permission from Bishop Brant of Southwark for the Sisters

to leave his diocese. The Sisters finally reached Towanda on August 18, 1862, but the agent to whom the duchess had entrusted this affair had misrepresented conditions there and so unfavorable was it that after a few years of toil and much suffering Mother Connelly closed the foundation. Yet it had served its purpose. It was this gift which had brought the Society of the Holy Child Jesus to the United States and to Philadelphia and it had shown the mettle of the Sisters. A call went out for an added number of Sisters to come from England to Philadelphia and they had arrived. The vicar general had bought property in the suburbs at Sharon Hill, Pa. They were at last launched at the real work. "From England their efforts in the cause of education had reached America."

### A Visit to America

Father I. C. Caton visited St. Leonard's-on-the-Sea, then the mother house of the Society of the Holy Child Jesus, in 1867. He persuaded Mother Connelly to visit the United States. She spent five weeks in her native land in 1867. During this visit she purchased the property on the corner of 39th and Chestnut Streets, Philadelphia, and founded there St. Leonard's House. It was quite characteristic of her that she made no detours during this visit for the sake of old friends. She had a work to do and she did it—that was all. But God did give her during this visit one great human recompense, one hour with her natural sister, a Sacred Heart religious, in the Sharon parlor. She lived

for 12 years after this visit to the United States. They were outwardly not peaceful years. There were conflicts over the Rule which bred a vague disquiet in the Society. There were fruitless trips to Rome and broken health. She was ordered to France for a rest. She went but she spent the time in founding a new home. Then she returned to England to await her death. She knew now that only by her death could she help the Society which she had been commissioned to found. For the distrust which had arisen because of the activities of her husband would not be removed until she herself had died—then would come the approbation of her Rule.

### Her Prophecy Fulfilled

As old age crept upon her, worn with labor and trial and unceasing care for the welfare of others, she became, if possible, more gentle, more gracious and calm, more easy of access to all who needed her help. The instinct of the ruler was in her to the end, but it had been tempered by sorrow until, to quote the words of her own rule, she governed, "with the strength of a superior and the heart of a mother." On April 18, 1879, God called her home. She was seventy years of age. It was the anniversary of the day on which 33 years before she had gone forth from Rome to begin her appointed task. Her husband also had to die before all would be well. The Rule received its first approbation in 1887, its final in 1893. Her prophecy came true—not a syllable was changed.

## To Parents of Handicapped Children

*Florence A. Waters \**

*Deafness is a strange thing. Even though it doesn't show, its effects can be seen just as the effects of wind can be seen.* — Betty C. Wright.

**P**ARENTS renew their youth in their children. They want for them all the advantages that they themselves were denied, and they usually aim high in their ambitions for the children's future. While those ambitions may be gradually tempered as normal children develop along unexpected lines, meeting a definite blocking of cherished hopes while the child is still young is a blow difficult to take. Confronted with a growing or sudden realization that a child is not and never will be physically perfect, the parent may react in any of several ways, depending on his or her personality, the type of the child's infirmity, and its severity at the time of discovery.

### Use Common Sense

Certain types of disability seem to carry a stigma in the popular mind, and deafness is

one of these. The sensitive parent may feel shame and humiliation on discovering that a child has lost a part, at least, of his hearing and may lose more. One of the common initial reactions to this discovery is refusal to face the facts. Less enlightened parents may refuse to accept the school audiometer's verdict of slight or moderate deafness and, because the child seems to hear loud voiced conversation fairly well, refuse the medical attention requested. Not many years ago a doctor told a group of parents, "If your children are neglected today and later must join the ranks of the estimated fifteen million adults who are handicapped by deafness, they will know exactly how and why they became that way, and will place the blame squarely where it belongs." Another type of parent suffers an agony of fear for the child's future and starts a weary and senseless round of doctors, and an expensive one, hoping always for a favorable diagnosis.

### Remedial Measures

The education of parents of hearing handicapped children would well extend in several

\*Bureau of Education, Archdiocese of St. Paul, 240 Summit Ave., St. Paul 2, Minn.



directions. Where adequate medical care has failed to achieve a cure, the fact of static or progressive deafness must be accepted and educational measures given the right of way. These parents must be shown the value of early lip reading instruction, not only as an immediate aid to dulled ears, but also as a possible greater need in the years ahead. While no unhappy prophecies should be made, all possible safeguards should be thrown around the child's future.

In the matter of lip reading, we bring three main points to the attention of parents: (1) We do not confine our selections for the class to severely deafened children. If a slight hearing loss is making itself felt or bids fair to be progressive, lip reading should be a required study. (2) The practice of lip reading does not preclude the use of residual hearing. With the aid of lip reading, hearing is more productive of results, and so is given the child's closer attention, with the hearing mechanism receiving increased stimuli. (3) This study has value apart from its initial purpose. It has its by-products: concentration, mental alertness, well-developed powers of observation, relaxed nervous tension.

Lip reading instruction alone may not be enough. If those who are experienced in this field advise the purchase of an electrical hearing aid by the parent, or, if necessary, by some social agency, the intelligent parent will offer no objection. Moreover, this parent will do all in his or her power to aid in the training of the child in the use and care of the aid.

#### The Parents' Responsibilities

Apart from parental consent to a special school program, the home treatment of the hearing handicap should have attention. Simple lessons in the hygiene of the ear, nose, and throat should be impressed upon the parents, together with the importance of building up and keeping this child's general health at par.

Unfortunately, there is a tendency among teachers as well as parents of physically handicapped children to underestimate their capacity. If they are to be trained in the responsibility that will bring them to adult independence, their capabilities must be given full recognition in the school and in the home. A certain amount of help over rough spots these children must have, but this should be only enough to clear the way for initiative and independent action, so that self-confidence is built up and strengthened. Responsibility is a mark of growth that most children relish. Because of the feeling of incapacity that usually accompanies a hearing handicap, there is no experience so uplifting to the mind and heart of its victim as that of being trusted with responsibility.

#### Social Training

All possible encouragement to mingle with normal children and take part in normal activities, even in the face of embarrassment and difficulty, should be given at all times. Where a special school presents the only adequate means of a sound elementary edu-

cation, proper spiritual training will insure that health of mind and soul that will carry this child through all the storms and stresses of life.

The wise parent will treat the hearing handicapped child as he would a normally hearing child, learning how to make him understand easily and talking to him as he would to any child—never omitting a remark, an explanation, or a story for the sole reason that the child may not understand. This child needs conversation even more than does the child with sharp ears. His vocabulary may be falling short of what it should be and every word heard during the impressionable years will have future value.

#### Avoid Pampering

The wise parent will punish the handicapped child as he would the normal child, never excusing a real fault because of the handicap. He will realize that an uncontrollable temper, a flabby will, a cowardly attitude toward the vicissitudes of life, constitute a far greater handicap than crippled ears. He will see to it that this child is trained away from any tendency to use his handicap in an effort to escape the unpleasant situations that are the lot of all mankind. At the same time, he will realize that defective hearing is trying to the patience of both its victim and his associates—and so will guard against one of the greatest wrongs that can be done to this child's personality development, impatience and reprimands where the child is faultless and helpless.

No parent who values a child's mental

health will try to cover up, or will apologize for the defect, either in words or in general attitude. I can think of no greater blow to the heart of a child than a realization that this trouble over which he has no control is irksome to his parents. Fortunate is the hard of hearing child who is "one of the crowd" in his own home, where he is never set aside as "different."

Conscientious and intelligent parents can be taught the elementary principles of lip reading methods so that their help in the home speeds the child's progress in school to an astonishing degree.

#### Vocational Advice

Parents should be made to see the great value of wise vocational advice for the boy or girl whose hearing is not perfect and may become more imperfect with the years. More important still, they should be made to see the demoralizing effect that economic dependence has on the physically handicapped. Even where there is no financial need in the family, earning money is a measure of capacity, and through a sense of capacity one may rise above a physical defect.

After all, many strong and beautiful characters, many intelligent and successful men and women have passed this way. They have worn the path and set the pace for these little children who are just beginning to adjust their shoulders to the cross. If the ambitions of their parents are set in the right direction, cherished hopes may yet see realization.

## Teaching Reading in Grades 7 and 8

*An Ursuline of Mt. St. Joseph \**

#### ORAL READING

A FAMOUS writer has said: "Reading is one's pass to the greatest, the purest, the most perfect pleasures that have been prepared for human beings." A college professor, in response to a school superintendent's question as to what would better the preparation of students for college, replied: "Teach them how to read."

No one, however, can derive very great pleasure or very great profit from reading unless he is able to read well. The pupil who stumbles over every hard word, or who is at a loss to know the meaning of this or that expression, is not likely to find much enjoyment in reading. Growth of vocabulary is a necessary part of the daily reading lesson of all pupils. The ready use of the dictionary and other reference books for pronunciation and meanings of words should be steadily cultivated.

The aim of the teacher should be to produce simple, natural, expressive readers, not artistic actors and orators. It should be im-

pressed upon the pupils from the beginning that they are studying the thoughts and feelings that others have expressed in words upon the printed page. They must discover the thoughts behind the words and then express them.<sup>1</sup>

#### Expression of Thought

Oral reading is a test of the thought acquired. By the voice and intonation the teacher knows that the child has the author's idea. Clearness and accuracy of articulation and enunciation and correct use of voice are absolutely necessary in all oral speech.

The oral reading would gain much in its appeal if the children to whom the reader is telling something entertaining or instructive would act as an audience. The child who reads should face the class for the spirit which comes from the sight of expectant faces. Every speaker knows that the audience contributes as much to the effectiveness of his address as does his subject. Give the child, in a smaller way, the thrill of an audience. The children in

<sup>1</sup>Wheeler, W. H., and Holmes, B., *Graded Reading* (Chicago: Laurel Book Co., 1925), pp. 3-4.

\*Maple Mount, Ky.

their seats often should be required to close their books and learn to listen attentively. Let the children select their own material for oral reading. Permit the child to read to his classmates the selection which appeals most to him. Telling or reproducing a story after silent reading gives excellent practice in oral expression. The child's active speaking vocabulary improves rapidly through such practice. He learns to use the apt expressions, and the nicer descriptive terms which occur in books, but which are not used ordinarily in daily conversation at home and on the street. The reproduction of portions selected not only enlarges the vocabulary, but develops the habit of expressing oneself in a logical manner. One of the by-products of silent reading is the real training in oral expression which it affords. The chief danger lies in its use without some stimulating motive which gives some point to the reproduction.

### Discuss the Content

Discussing the content of reading lessons in response to questions raised or a problem set by the teacher or children is especially effective in giving pupils a wealth of ideas, as well as the necessary vocabulary and practice in expressing them.

Reporting also has real value. The improvement of library equipment in schools makes it possible for pupils to read different stories, different forms of the same stories, different accounts of topics, and present them to the group. We have a real audience situation when children make book reports to the class, and when the class engages in the discussion of some problem pertinent to the reading lesson.<sup>2</sup>

### Dramatization

A very good method of developing oral reading is through dramatization. When the children take part in homemade plays it is surprising how natural their expression becomes. They cease reading and begin to talk. Another method of getting the audience idea across is to have children go to the public library or to the school library to look up selections upon some topic. For instance, if in history the Colonial period is being discussed and there are four histories by different authors in the library, it is possible to have the children study the different authors and be prepared to read what they have to say in class upon the different points raised. Occasionally the procedure can be varied by the teacher taking a story out of a magazine and cutting it up into a half dozen sections. These can be pasted on separate small sheets of cardboard and handed to a half dozen pupils, each of whom will read his own section.<sup>3</sup>

No effective and convincing rendition is possible when a child sees the backs of his classmates' heads and is conscious that he is reading, not because he has something to say, but merely because his turn has come in the course of the teacher's endeavor to form an estimate of the pupil's reading ability.

### Motivation and Environment

It is imperative that the child who reads should not be stopped to correct every error he commits. These repeated interruptions make reading for thought impossible, and cause a self-consciousness which renders every succeeding phrase more difficult to read. All corrections should be reserved for the end of the child's assignment.

In order to form a true estimate of a child's clearness and accuracy of speech, the teacher should rely solely on the auditory impression. When she follows the children in her own book the visual impressions automatically arouse their auditory images and the teacher's ear is not adjusted for the correct sound. Reading that she judged clear and accurate while she followed the printed page might become indistinct and inaccurate when the book is laid aside.<sup>4</sup>

Oral reading is one of the best tests that can be applied to determine appreciation not only of the thought but of the spirit of a literary selection. Vocal expression, moreover, is the surest test of emotional reaction to a piece of literature. For setting standards in pronunciation, enunciation, and voice control, oral reading has an important place.

### Remedial Training

It is evident that the reading must be loud enough for all to hear. During the oral reading one should avoid urging the child to read louder. A high pitched, strained, or harsh voice is frequently the result of this urging. Such a condition can be improved by: (1) inviting imitation of the well-modulated voice of the teacher or of other children, (2) frequent breathing drills, (3) plenty of singing exercises, involving "octave twists."<sup>5</sup>

No fault is more common than indistinct articulation. From a person's articulation, the prospective employer unconsciously judges the boy's character. An indistinct, mumbled sentence indicates to him inaccuracy, carelessness, or laziness. A distinct articulation indicates self-control, energy, carefulness, and courage. To overcome faulty articulation, faithful, intelligent practice is required. Exercises to loosen up the throat and make the tongue, lips and jaws flexible are necessary. The lazy habit of omitting syllables and running sounds together must be overcome.<sup>6</sup>

Frequently a pupil allows his voice to rise at a period or to drop at a question mark, and pays no attention to commas. The mechanical method of handling this is for the teacher to say, "John, you did not let your voice fall at that period. Read it again and see that it falls." But this method is ineffective because John does not know how to make his voice rise or fall, and when he tries, does not know whether it goes up or down. The trouble with John's reading is that he does not understand the sentences. If he did his voice would drop naturally without any attention on his part.

<sup>2</sup>Klapper, *Teaching Children to Read* (New York: D. Appleton Co., 1926), pp. 140-142.

<sup>3</sup>Elson, *Teacher's Manual for Eighth Grade Reader* (Chicago: Scott-Foresman & Co., 1924), p. 159.

<sup>4</sup>Lockwood-Thorne, *Public Speaking Today* (Chicago: B. N. Sanborn, 1921), p. 74.

Therefore, instead of telling John to obey this artificial rule, the teacher should help him to understand what he is reading.

Upon the teacher devolves the duty of analyzing faults in reading and providing methods for improvement. Pronunciation, enunciation, and phrase grouping are the fundamentals which the teacher must emphasize. Failure to teach good methods in reading is one of the few causes for just complaint against the work of overburdened elementary teachers. Even here we should temper our criticism, for it is only recently that scientific methods have been applied to the study of teaching reading. Although teachers in the grammar grades are greatly handicapped by the fact that bad method in reading is habituated before the adolescent period, it is incumbent upon us, until the teaching of reading in the elementary grades becomes more efficient, to do our best in breaking up the previously acquired bad habit.

### Silent Reading

Teachers are beginning to realize the importance of placing more emphasis upon silent reading, since so much reading outside the schoolroom is silent, and since success in a vocation, and happiness in leisure time depends upon the individual's ability to grasp the thought on the written page.

### A Basic Skill

The importance of silent reading cannot be overestimated. The ability to grasp quickly the thought in the paragraph, a chapter, or a book, is one of the biggest contributing factors to the success of any individual. The ability to master quickly the thought in modern literature, current events, history, etc., determines to a large extent the progress and development of the individual among his fellow men. It has much to do with his happiness during his whole life. If, therefore, reading plays such a significant part in life, is it not a matter of considerable importance that, in the training of the child to master the symbols with which ideas are expressed, the best methods of instruction be used, his capacity be trained to the fullest extent with the least degree of waste, and his appreciation of the best that is said and written be developed?<sup>7</sup>

### In the Intermediate Grades

Reading in the primary grades has long been considered of the utmost importance. Teachers and supervisors have attempted to give the child possession of the tools of the language in as simple and economical a fashion as possible. But too often the practice in the intermediate and upper grades has been to continue the methods of the primary period without a knowledge or thought of the ultimate purpose of reading and of the deadening effects of such procedure.

Only within the past few years have we come to realize that training in reading in the upper grades must be essentially different from the training in the primary period. It is now conceded that silent reading is the natural

<sup>5</sup>Anderson-Davidson, *Reading - Objectives* (Chicago: Laurel Book Co., 1925), pp. 223-224.

<sup>6</sup>Charters, *Teaching the Common Branches* (Chicago: Houghton-Mifflin Co., 1918), p. 159.

<sup>7</sup>Wilson, G. M., and Hoke, K. J., *How to Measure* (New York: Macmillan Co., 1921), pp. 110-111.



type after the reading process has become automatic.

### Comprehension and Speed

Among the different factors that contribute to good reading, which is made up of the ability to interpret and remember, there are two which are of great importance. These factors are, first the power of comprehending thought, and second the rate of reading.<sup>8</sup>

The greatest difficulty, perhaps, in teaching silent reading is to maintain the proper balance when raising the speed and comprehension of a class. Experience shows that reasonable speed is an aid to comprehension, for a slow pupil by increasing his reading rate improves his comprehension. Scientific tests prove that eye span has much to do with speed, and that the ability to take in larger groups of words is an important factor in reading efficiency. Drill on phrases will help to increase eye span. Rapid efficient readers, as compared with poor readers, make fewer eye pauses and proceed with rhythmic forward eye movements instead of irregular movements.

A simple exercise for increasing speed is to have the children glance at a paragraph and see how much the eye can grasp in a single glance. Reading under time limit increases speed when the children understand the method. A signal is given by the teacher for all to begin, and at the end of a definite number of minutes a signal is given to stop. Each child then marks the last word read and counts the number of words he has read. His reading rate per minute may thus be estimated; though questions must be asked upon the text to see that he understands the content.

Skimming is also a means of making rapid readers. For instance, the teacher in making an assignment might say: "Read to find how many birds used the birdhouse, omitting all details." "Read to find which city is the largest." Newspaper reading is well adapted to this speed-up process. The teacher might make such an assignment as: "Read to find what time of day the accident happened," or "How many people were in the parade?" The child skims through the given space, thus tending to increase his eye span, and hence his reading rate. Rapid reading is in greater demand today because of the growing requirements of teachers for research work. Besides speed enables the reader to come in contact with a wider range of books thus militating for efficiency as well as facility.<sup>9</sup>

### Speed and Comprehension

The value of measuring speed in silent reading should be emphasized. It should be understood, however, that tests are not designed for daily class use, but as checks and measurements to be applied occasionally during the school year.

A helpful suggestion from the scientific measures is that we show pupils graphically and clearly where they are, and how far they

have come and have to go. For example, charts of speed in reading showing initial position and gain by month or term, or gain in comprehension between tests, a term, or a year apart, are a remarkable stimulus to good-spirited and sustained effort. So far as possible avoid emphasis or comparisons between individuals in the class, because children differ immensely in natural powers.<sup>10</sup>

Dramatization is an unfailing method of securing good results in comprehension, especially if sides are chosen to work against each other, the inactive side constituting the audience. A reading match is also an excellent stimulus for silent reading. The children first read the assignment silently, then choose sides and ask each other questions alternately, sitting down when they fail to answer. Care, however, should be taken to provide some means of keeping those interested who have dropped out. Another comprehension exercise is to allow each child at the end of the silent reading study period to ask a question from the lesson which may be answered by any other member of the class.

### Work for the Teacher

The right attitude of the children toward reading depends on the preparation done by

<sup>10</sup>Leonard, Sterling Andrus, *Essentials and Principles of Teaching Reading* (Philadelphia: J. B. Lippincott, 1922), p. 130.

## HOW MUCH HAVE AMERICANS SAVED?

The American people still hold \$47,243,000,000 worth of E, F, and G bonds or 74 per cent of the total amount ever issued. Of these holdings, over 30.5 billion are invested in E Bonds.

Americans have amassed about 150 billion dollars in long-term savings, according to figures compiled by the Institute of Life Insurance. Long-term savings include U. S. Savings Bonds held by individuals, life insurance, savings accounts in banks, postal savings, net savings, and investments in savings and loan associations. Currency held by individuals or their deposits in checking accounts are not included.

There are only two citizens of the United States who may not buy a U. S. Savings Bond. The First Session of the Constitutional Congress, September 2, 1789, in an "act to create the Treasury Department," decreed that neither the Secretary of the Treasury nor the Treasurer of the United States "shall directly or indirectly . . . be concerned in the purchase or disposal of any public securities of any State or of the United States. . ."

If Congress could have foreseen the U. S. Savings Bond of today, it could have exempted these securities from the act, since they are NOT subject to market fluctuations, but may be redeemed at their purchase price, plus interest, 60 days after the date of issue or any time thereafter.

the teacher. The teacher's work is to motivate the reading in such a way that the child unconsciously makes the desired response. A variety of methods must be used in presenting the new material in order to stimulate the child to get the thought for himself.

The teacher might secure interest in current events or geography by posting pictures on the bulletin board. Later, the class could discuss them, and pupils or teacher could suggest books from which further information might be obtained. Lantern slides, which can be made, may be a means of stimulating the pupils to get information from their books.

Questions or problems set up by the teacher might arouse an interest in books. For example: "Seals are found in cold water. Would you look for seals in the Gulf of Mexico? Prove your answer by use of a map or statement in your books."

To overcome bad reading habits, the class might suggest various slogans. These could be tacked up in the room. To eliminate lip movement, use this slogan from the St. Cloud, Minn., Course of Study in Reading: "Read rapidly with your eyes, but never with your lips." To eliminate pointing, use this slogan from the same source: "Pick up the words with the eyes, not with fingers."<sup>11</sup>

### The Assignment

Great care should be taken by the teacher in making the assignment for the next day's lesson. It should not consist of a mere, "Take pages 120 to 130 for tomorrow." The teacher should have her work carefully planned at least one day in advance, and should give the pupils such suggestions as will make the new lesson most helpful and interesting.<sup>12</sup>

The Original Question Assignment is a valuable one. The teacher directs the class to read the lesson carefully and to write questions that cover the important things in the lesson. These questions are to be used in the recitation, a pupil reading a question and the teacher calling upon someone to answer it, or allowing the pupil to designate the person who shall answer. The assignment gives to the pupil the valuable task of finding the important things.

### The Key to Other Subjects

Silent reading is really in itself the most important study in the elementary school. Not only is it the key by means of which the child may enter the treasure house of knowledge, but it is the only means by which he may continue his advancement. One need only think of the part silent reading plays in the subjects of history, geography, physiology, grammar, arithmetic, in order to realize its transcendent importance. It is by silent reading also that one must find the beauties and values of literature. By oral reading one can give the pleasure to another, but it is only by silent absorption that one can possess it for himself.<sup>13</sup>

(To be concluded)

<sup>11</sup>Peters, Florentine, *Normal Instructor, Silent Reading in the Intermediate Grades*, June, 1926.

<sup>12</sup>Rocheleau, W. F., *World Book*, Vol. 8 (Chicago: W. F. Quarrie & Co., 1922), p. 4940.

<sup>13</sup>Sherman and Reid, *Essentials of Reading* (Lincoln: University Publishing Co., 1921), p. 200.

<sup>8</sup>Harris-Donovan-Alexander, *Supervision and Teaching of Reading* (Richmond, Va.: Johnson Publishing Co., 1927), pp. 276-277.

<sup>9</sup>Brown, Margaret, *Normal Instructor*, October, 1924.



# Practical Aids for the Teacher

## Science and Religion—No Conflict

*Michael J. Nagurney\**

Many persons feel that there is a conflict between religion and science on such theories as the formation of the earth. Actually no such conflict exists. The confusion arises from incomplete learning, insufficient reading, and inaccurate orientation.

One source for some of the prevalent confusion is the general science classroom. The student of general science is not sufficiently aware of books to read in order to ascertain for himself the implications of the scientific or philosophic studies. Hence the student must be informed. He must be informed not only concerning current science and the new developments and theories but he must be informed concerning knowledge which has been handed down to us through the ages. To introduce a pupil to a new theory without correlating it with that which he had previously learned about the subject will open his mind only sufficiently to allow confusion to enter.

### Needless Confusion

Because of the impact of the evolutionists upon scientific theories which expound the nature of the world and life in it, much confusion is rampant wherever the new theories have been revealed but not analyzed in the light of further knowledge. Theories concerning the formation of the earth can lead to a great deal of confusion if they are merely read and discussed as separate entities in themselves. A pupil who had previously or perhaps is currently reading the Bible is not going to accept the scientific theories without some concern unless he has been assisted in a comparison of the two. It may be relevant to note that science textbooks avoid mention of the story of creation or any comparison of the scientific theory with knowledge expounded in the Bible. If left on his own the pupil will arrive at one of three conclusions; namely,

1. He may admit that he is confused.
2. He may be willing to concede that the Bible is a bit ancient and therefore not very accurate.
3. Loyalty to his religious convictions may lead him to assume that science is the bunk and let it go at that.

No one of the three conclusions is necessary nor could be justified in the light of good science teaching.

### An Explanation of Science

The most popular theory among scientists concerning the formation of the earth is the one which states that the planets are products of near collisions among the stars. It is

thought that as our sun—a moderate size star—and another star, perhaps a member of another island universe, passed each other traveling in opposite directions the force of universal gravitation of each pulled masses of gases from the other. It further states that these gases met each other in, passing and began to whirl just as two streams of water traveling in opposite directions form a whirlpool upon nearing each other. The whirling motion of the gases caused a sphere to be formed. Being much smaller than the parent stars the sphere began to cool and to condense. Eventually the gases condensed into a liquid sphere and then the liquid condensed into the semisolid sphere of the earth of today. We have proof that the earth was a hot molten mass not too many ages ago and that its interior still consists of molten materials which, subjected to pressure, occasionally issue forth in the form of volcanoes.

The story of creation in the Bible relates that at first God created the heavens and the earth. The earth was void and empty and darkness was upon the face of the deep. It also relates that God gathered together the waters and commanded the dry land to appear.

### The Bible Says

Upon close analysis of the scientific theory and its comparison with the story of creation one is amazed at the accuracy with which the author or authors of the Bible relate much the

same story centuries earlier that our modern scientists tell in the present day with much more detail. Science is not denying the accuracy of the Bible. It is merely confirming and attempting to explain the processes used. Are not the series of events similar in both narrations? Let us analyse point by point.

1. The Bible states that at first God created heaven and earth. The scientific theory explains the process of creation: two stars passing each other pulled gases out of each other; the gases met and a sphere was formed.

2. The Bible states that the earth was void and empty and darkness was upon the face of the deep. The scientific theory explains that as the gaseous sphere—the earth—condensed, it was unfit for vegetation or animal life, hence void, the sphere having been surrounded by thick clouds from which everlasting rains fell as part of the condensing process.

3. The Bible relates that God gathered together the waters and commanded dry land to appear. The scientific theory relates that the rains ceased and the condensing earth began to shrink forming mountains and deep valleys upon the surface and that the waters were gathered in the deepest valleys which we call oceans. The analysis shows distinctly that the scientific theory confirms the Bible and attempts to add detail to the latter work.

### How Long Is a Day?

One point on which there might be some discussion is the use of the word *day* in the Bible and the corresponding term "ages" in the narration of science. The employment of these terms need not imply a difference of statement. The solution lies in the accuracy or perhaps the lack of accuracy by the translators of the Bible in their use of the word *day*. A study of the corresponding word in the original Hebrew version indicates that it may also be accurately translated "era," "eon," "age," or any conceivable unit of time. Hence, according to the Bible creation may have consumed tremendously long periods of time, but the early translators, being perhaps unaware of the implications for present-day knowledge, translated the word in its most convenient form.

The teaching of science implies orderly procedure. If the science teacher fails to make reference to the story of creation in correlation with the study of the scientific theories of the earth's formation, minds of pupils as yet untrained in ultra-analysis will surely become confused and science ceases to be scientific. The advanced pupil who is sufficiently aware of books and is mentally prepared to read the philosophers will find much to peruse in seeking to clear his thinking, but the rank and file need to be informed or at least shown the way in their analysis. No course of science can attempt to teach modern theories concerning the formation of the earth while avoiding the story of creation and yet claim to be scientific.



— G. C. Harmon

*When Jesus Taught the People.*

\*Stamford, Conn., High School.

# Variety Means Vitality in Compositions

Richard S. Bradley, S.J. \*

Is your English composition class suffering from drought? Is it dull, and becoming more and more unproductive of writers? In most cases the fault lies with the teacher whose reservoir of ideas has evaporated. Too many teachers get into the proverbial rut of assigning, week after week, such compositions as, "My Most Embarrassing Moment," "My Favorite Game," or, horrors!—"My Dog Rover," with the result that the poor pupils soon fall into the same rut and become as sterile of ideas as the teacher.

## Try a Little Fiction

Perhaps some of these few hints, embodying a mixture of fiction and fact in the recipe, may be applied as the gentle rain from heaven to fertile young minds, and cause them to sprout a bit of new life on the written page.

Here are some workable suggestions along fictional lines. From an *old* magazine or compilation of *out of date* short stories, read to the class a selection. Stop just before the climax, or just after it, and make the week-end assignment the finishing of that story. After it has been collected and corrected, it would be interesting to read the original conclusion and the best one or two done by the students.

With the end in view of developing the student's imagination, Professor Roscoe Ellard, of the University of Missouri, uses this extreme technique. A student, noted for his hot temper, is severely reprimanded in class. When the "boiling over" point is reached, he suddenly rises, pulls a revolver from his pocket, shouts at the professor: "You can't do this to me!" and fires. As Dr. Ellard slumps down behind the lecture stand, the "irate" student strides to the blackboard and calmly writes: "Describe in complete detail the murder which has just occurred." This type of sensationalism is obviously pushing things too far, but more moderate variations might be tried beneficially.

## Thoughts From a Picture

In preparation for a week-end composition, display on the class bulletin board Wednesday morning a rather striking, thought-provoking cartoon—the cover from a *Saturday Evening Post*, *Colliers*, or an advertisement—and tell your pupils that the assignment is to study the picture and put down on paper the story or thoughts which it suggests. You will be pleased at the various, and often subtle, implications that the picture will hold for your class.

On one occasion the author displayed an advertisement depicting a B-24 army bomber on a white-bright landing strip somewhere in North Africa. The crewmen are lolling in the shade of the big wing, and talking to them stand two shrouded Arabs with their string of burdened camels. It was interesting to observe

the various effects that picture had on my boys. Some saw merely a hot day, a lazy crew; and heard these full-throated men of the desert singing, "Abdul El Bul-bul Ameer." Others saw a deeper significance in this apparent chance meeting. There was typified the occidental and oriental worlds: the material progress of the one, and seeming indolence of the other. And still others philosophized on the havoc of war which our western culture has brought us, compared with the relative contentment of the seeming backward way of life in the East. Our students often are capable of deeper thought and reflection than we credit to them.

## Outlets for Imagination

Then, there can be used the "startling title" composition, which will leave a straight four-lane highway open to the fast working imaginations of the pupils. To throw out such titles as: "So What!" "Where, When, How!" or "Geronimo!" you will be asking for the whole gamut of variety in composition forms.

But a steady diet of fiction is not good. To mix in a bit of factual writing balances the student's abilities. To train the students to analyze, diagnose, and to do a bit of research is a means of satisfying this need for writing facts. Here are a few ideas which might be helpful.

## Stirrings of Thought

Select an article dealing with some current national problem, preferably from the *Reader's* or *Catholic Digest*, *Coronet*, or some other "short-article," popular magazine. (These, by policy, are generally prepared for the adolescent mind level.) Advise the class ahead of time to pay close attention to the article you read to them, even to take notes. When you have finished, assign as a theme a commentary,

pro or con, on the article. Such pieces as Walter Lippmann's "Why We Are Disarming Ourselves" in *Reader's Digest*, for November, 1946, or David Lawrence's editorial, "The End Of Labor Monopoly," *Reader's Digest*, November, 1947, will stir students to eloquent affirmations or negations. And as often as not, you will be quite grateful to discover, here and there, evidences of the first stirrings of real thought.

Another adaptation of the above might be had by asking the students to set down in their own words what you read to them. Articles such as "Race Relations and Human Rights" by Francis J. Gilligan in *Catholic Digest* for January, 1947, and "Doctrine of Communism" by Claire Boothe Luce in the same magazine for February of this year, lend themselves well to such treatment. It is advised, however, to keep secret the source, if the assignment is to be done outside class time, to prevent verbatim copying.

A third use of this technique is to have a composition written on the subject, "Why I Hate (This or That Vice or Fault)." This necessity of diagnosis has its good spiritual as well as rhetorical effects.

## Anthropology

Dr. Earle E. Eubank of the University of Cincinnati has many novel ways of "sparking" his pupils to analyze and to write. At the beginning of one of his classes, there was given to each member a Lincoln penny, and then writing on the blackboard the date "A.D. 3000," he said: "This special meeting of the International Ethnological Congress has been called to discuss a great discovery concerning the lost civilization of 1947. A thousand feet below the surface we have found some copper disks, one of which each of you holds in your hand. Using nothing but our knowledge of ancient languages, what can we deduce as to the civilization of that year?"

The class is then given time to examine the penny and jot down observations in the form of a scientific report. Here are some of the observations which on paper the students ob-



For Vocation Week, 1946, the 8th Grade of St. Columbkille's School, Los Angeles, Calif., illustrated the Life of the Foundress of the Sisters of Notre Dame de Namur, Blessed Julie Billiart, and the Present Work of Her Order.

\*St. Mary's College, St. Marys, Kans.



veloped more at length: (1) This is evidently a coin, so the civilization of 1947 surely had a system of finance, business, and exchange. (2) Since copper is used, there was a knowledge of mining. (3) Metallurgy was also known, for the disk has been refined and stamped. (4) A written language existed. (5) Agriculture was practiced and was seemingly important, since they put stalks of wheat on the money. (6) Since they raised wheat, the climate must have been temperate. (7) Art and aesthetics were part of their culture, since the coin is designed with an eye to form and beauty. (8) This culture had knowledge of previous cultures because there is a date on the coin—indicating a calendar—and a Latin phrase. (9) The words *United* and *States* show that a system of government existed; the word *Liberty* suggests that it was a government directed by the people. (10) Civilized clothing was worn. (11) They believed in a monotheistic religion.

This kind of work means the happy marriage, in the so often dry and dusty classroom, of entertainment and information. Here is our teaching at its best, using the flame of imagination to weld knowledge to young minds.

#### Prosaic Research

This research can take on another form. Assign the class a definite source book from which to study the process, say, of making paper, steel, or glass. The writing assignment will be to digest the book treatment either in a scientific manner or in a popular style. This same idea can be applied to other subjects such as astronomy and zoology. (The Quarrie Corporation Research Library, 35 E. Wacker Drive, Chicago, offers excellent material for reference compositions of this kind.)

Still another variation of this method lends itself readily to our purpose at hand. In the course of the year, let the class themes be inspired by important dates as they appear on the calendar. For instance, besides days of patriotic importance, have the class investigate the origin of Halloween (Oct. 31); the old traditional tribute to music on St. Cecilia's Day (Nov. 22) made famous by Alexander Pope and John Dryden; the significance of St. Valentine's Day (Feb. 14); and the history of Shrove Tuesday festivities, etc.

#### This Is Difficult

There is another little scheme suggested by George C. Klinefelter, of the U. S. Office of Education. One day, while conducting his English class, he picked up his coat that was hanging on a chair and said to his students: "We all know how to put on a coat. But imagine that I am a South Sea Islander who never saw a coat before. Tell me how to put it on." Such an exercise in giving clear and correct directions even in simple matters is no easy assignment. Try it yourself sometime.

This same idea has its adaptations. Directions on "How to Drive a Car," "How to Swim," "How to Play Baseball," all these call for an unforgettable exercise in clear thinking and the accurate use of words.

Further variety in the composition assign-

ments is found in having the students imitate one of Westbrook Pegler's vitriolic outputs, using as subject matter some local event or person. Or have the boys model a sports story on Grantland Rice's morning column. The girls may journalistically report the last class or student body meeting, the latest social event, or dance.

Certainly, once in a long while, that little gem of literary style—the fable—should receive attention. Read to the class a few of James Thurber's famous fables *Fables For Our Time* (New York: Harper Bros.), and assign the duplicating of one of these for week-end work. The fable, for some reason or other, seems to unearth hitherto unknown talent among the pupils.

Even the old "rut" assignment that we condemned has its place, at least once in the year, as used by an old classroom veteran in one of the Jesuit high schools in Washington State. He would assign in the early fall the apparently innocent composition, "My Vacation." These compositions, he claimed, would afford him a deeper insight into the character of his various students than months of classroom observation. Other compositions, intended for the same end, are, "That Favorite Pastime," "My Big Ambition."

#### What the World Needs

Once in a while it might be well to allow the class to blow off a bit of steam in a com-

position like, "What's Wrong With This School—And Why?" "What This Class Needs Is . . ." But, here again, the teacher must be careful in forming judgments of certain of the more objective students. If such a topic is assigned, criticism is requested; consequently, ought to be accepted. But, I warn you, do not put forth your neck by asking students to write their frank opinion of the teacher!

One morning Professor John Berdan of Yale read to an English composition class a particularly inept theme and, as usual, called for comments. The students panned it unmercifully.

"Interesting," commented Berdan, "because I wrote the paper myself." As the critics began to blush, he continued: "You are quite right. This theme is incredibly bad. I spent two hours of painstaking effort last night to make sure I had not omitted a single feature of poor writing and I believe I succeeded."

The professor paused for dramatic effect. "What astounds me," he resumed, "is how you men can dash these things off day after day in ten minutes!"

I do not know the type of themes Dr. Berdan gave his class, but I do feel confident that if we teachers would vary and make interesting our composition assignments, there would be less boredom and dryness for both ourselves and our students, and perhaps more signs of life and production in the young Catholic literary field.

## The Socialized Recitation

### Cooperative Learning of History

*Sister M. Evangelist, O.P. \**

History can be made interesting, captivating, and educational by applying the following device.

#### Preparation

The chairman divides the daily assignment into eight parts. He selects eight speakers. Each one is responsible for one topic. The class reads the entire assignment from the textbook. Then each student prepares a question about each topic. The class also reads the lesson from a supplementary textbook, from which each pupil selects two worthwhile additions. Questions and additions are kept in a notebook for further study. But no one may read additions. He is required to know his subject matter.

#### Class Procedure

The chairman, who is appointed for one week by the retiring one, opens class in the following manner:

"Today we are going to discuss *The Outstanding Characteristics of the Middle Ages*."

Then he proceeds to give a summary of the entire assignment in four of five concise statements.

Secondly, he introduces each of the eight topics by asking: "Who is going to discuss *Feudalism*," etc. The speaker gives a brief but intelligent report on his topic.

As each speaker completes his contribution, the chairman asks: "Are there any corrections? Are there any questions?" The speaker corrects any errors and answers the questions about his report. There is always an unanimous response. Yet, about five are chosen in order to distribute the questions throughout the discussion.

Then the chairman asks: "Are there any additions?" The same procedure is applied here as was used for the questions.

After the above described discussion has been completed, the chairman states: "This ends our discussion on *The Characteristics of the Middle Ages* for today. Now, we will discuss the first four points in *The Study Guide* listed under *The Contributions of Medieval Civilization*." There is also a hearty response

\*St. Clement High School, Center Line, Mich.



to these points, as they have already been thoroughly discussed in the reports and additions.

Lastly, the chair quizzes the class on a list of important terms selected by the teacher. These are kept in a notebook.

The teacher enters the discussion whenever errors, not corrected by the class, occur, or whenever the class cannot make a definite decision. Otherwise, the chairman takes complete responsibility. Questions of privilege, etc., are decided, when necessary, by reference to parliamentary law.

#### Assignment

During a later study period the new assignment is posted, and the chairman appoints his speakers. The chairman always refers to the teacher for the assignment.

#### Daily Scoring

In my group of 45, two have been appointed as history secretaries. Each one has a chart listing one half of the class. Each student who gives a report or submits a question and two additions receives his credit for the daily lesson. This credit is also recorded on a chart on the bulletin board by placing an "x" after each person's name if he earned his credit. It rarely happens that anyone fails to respond.

#### Testing

Once weekly a test covering the terms discussed during the week is given.

At the completion of a unit, one day is set aside for a complete oral review of the *Study Guide* and terms (about 100) recorded in notebooks. This is conducted by the chairman. The following day the final examination is given. The results are always most gratifying to all concerned.

This method has been in constant use in my history class for the past three years. Other teachers have adopted it and have asked me to pass it on to other schools. May I present to you this simple plan that makes history a most lively, enticing, and enjoyable subject.

## Put Ginger Into Talk

Gilbert M. Fess\*

The physical sciences are not the only subjects in which the observation of living creatures is a fruitful technique. In our school we have found it also worth-while for language work.

It is especially useful when teaching effectiveness in speech and writing. What makes an audience listen in breathless interest to one public speaker while it promptly becomes listless under another's words? Why does a certain book set its readers on fire while a second leaves them colder than "Greenland's icy mountains"?

The answer usually will not be found in the subject matter of the two compositions but rather in the manner of presentation. One

speech or piece of writing has vitality, punch—something gripping and dynamic—which the other positively lacks.

How may this fact be demonstrated to a class of twentieth-century young people so impressively that it introduces changes into their speech habits? Obviously a mere statement of the case, even backed up by literary examples from the past, will not do the trick. In our school we apply the laboratory method here, as we do in our other language problems.

The first step is to interest the students in such striking expressions as may be heard around their own neighborhood. To do that, we ask each member of the class to provide himself with a small pocket notebook and to write in it during a period of two weeks every phrase which he hears that impresses him as unusually vivid. Adding a personal touch, we sometimes allow the pupils to mention the name of the person who said what they are quoting. However, in this as in all other instances involving people outside our class, the permission of the individual must be obtained by the teacher before his identity as a speaker is divulged. At the end of the time let the students read their "finds" to the class, receiving helpful criticism concerning them.

Next the question is asked, "Who is the most interesting talker, from the standpoint of his language, that you know in this town?"—and again the young people go out to make their discoveries. This time every pupil must defend his choice before the class, backing it up with examples from the actual words of the favorite speaker. Usually, at this point, the community itself becomes deeply interested in our project.

After that comes the turn of literature. Selections are provided for study which show wide varieties of psychological intensity, from the exceedingly colorless to the strongly worded and persuasive. As a part of this exercise the class and the teacher try to establish, on the basis of the specimens studied, a definition of what strength and attractiveness in language mean and what practical methods may be used to secure them.

Then we reach the step to which all the others have been leading. Every John and Mary of the group is now asked to deliver a five-minute talk or, if preferred, read a short self-prepared essay, both constructed with special attention to the qualities of power and persuasiveness, before the class. These compositions are subjected to keen but friendly criticism, suggestions being made for their improvement. Some time later they are presented a second time to test their authors' ability to profit from proffered advice.

Throughout the study, warning is given against overdoing, as well as underdoing, the matter of introducing pungent expressions into what is said or written. Too many of the latter create the impression of a "smart alecky" style which sets up brilliance as an end in itself. Rich and robust language, the pupils are constantly reminded, has value only when used sparingly and appropriately as the vehicle of worthy thoughts.

## Teach Accurate Expression

John W. Cribbs

The method of approach to the subject, both on the part of the instructor and of the student, is of vital importance in determining the success or failure of the course. It is, therefore, essential for the professor and for each member of the class to know and to follow the most suitable and efficient means to obtain satisfactory results. Here are some special suggestions offered by a convert minister, as a result of continuous study and from personal experience as a teacher and writer of articles, stories, and verse, published in various Catholic magazines.

The fact of the importance of good English must be made clear to the learners at the very beginning of the course. Failure to apprehend the paramount significance of correct and expressive English minimizes the chances of the student and writer to produce any worth-while literary work, and this, in turn, unfavorably affects every other branch of learning. It should be evident to all fair-minded persons that those who learn to give clear, concise, and effective expression to their thoughts, in any form of speaking or writing, have laid the foundation of culture and success in any worth-while field of human endeavor.

The student of English should be careful in writing and revising every assignment for class, before it is handed in to the instructor, in order to be certain that the expression of thought is exactly what the writer desires it to be. This precaution will prove a most valuable asset, especially to the beginner, in forming the commendable habit of self-criticism, which will result in a better prepared manuscript, reflecting creditably both upon instructor and student. A good illustration of this was recently afforded in the case of a hastily prepared theme which was severely criticized by the instructor, who said to the young man: "When you write, remember, someone has to read it!" "Goodness!" exclaimed the youth, "I haven't even read it myself!"

Colloquial and slang expressions, either in creative writing or reviews, should, generally, be avoided, and the instructor will do well to guide his charges definitely along these lines. Archaic expressions also are to be discarded as nonessential to the production of effective literature, in this or any age. The writings which have endured in popularity and favor with readers of every type and in every country and time have not catered to the lowered standards of so-called "literature," in which split infinitives and all sorts of grammatical errors are presented. After all, these forms of composition are like the "chaff" which the wind—and the test of time—blows away. It is best in the long run to encourage the writer to give his readers not only what they want, but, more particularly, what they actually need.

\*1714 Wilson St., Columbia, Mo.

# A Morality Playlet to Explain Virtues and Vices

## EVERY BOY

*Sister M. Celine, O.S.B. \**

CHARACTERS: Mother; John; Good Spirits: Guardian Angel, St. John Nepomucene, Virtue, Humility, Temperance, Meekness; Bad Spirits: Temptation, Laziness, Pride, Gluttony, Anger.

TIME: Early morning

PLACE: Any home

### Prologue

Let us for a brief space of time  
Put worldly thoughts afar,  
And enter the invisible realm  
Where only spirits are;  
And as we see a human John  
Mingling freely with them there  
Let us still remember they are spirits  
Heard only by the inward ear.

### The Dramatization

[Enter Mother and John from opposite sides.]

JOHN: Good Morning, Mother [gives her his tie].

MOTHER [fastening it]: Good morning, Laddie. Did you sleep well?

JOHN: Oh, yes, Mother, and I'm so glad you woke me early so I can serve Father —'s Mass. I'm going to Communion, too. I will offer it in honor of my patron, St. John Nepomucene.

MOTHER: That's fine, Jackie. I'll have breakfast ready when you return. [Goes out. Enter Temptation.]

TEMPTATION: Why did you get up so early? It was so cozy in bed.

JOHN: Guardian Angel, come quick and drive this temptation away.

ANGEL: Run away, you bad imp. [Temptation runs out.] John, you haven't said your morning prayers yet.

JOHN: Oh, thank you for reminding me. [Kneels and says devoutly] "Angel of God," etc, "O Glorious Saint," and "O Mother remember I am thine own, keep me; guard me as thy property and possession."

ANGEL: Remember to call me if you need me at any time today. I will not be far away. [John goes.] It seems to me he will be a fine man. I hope I am able to keep him on the right path.

[Enter Temptation, Laziness, Pride, Gluttony, laughing and sneering.]

PRIDE: So you think he will be a good boy. Humph! I'll make him so proud no one will like him.

LAZINESS [yawning]: I could make him lazy if I weren't so lazy myself.

GLUTTONY: Um, num, num. Boys are always hungry. I'll see if I can't make a glutton of this one.

TEMPTATION: I'll lead him around by the

\*Mt. St. Benedict, Crookston, Minn.

nose. I know where there are some apples to steal. I'll see if I can't get him to go there. Come along, my merry helpers. [They go out making faces.]

ANGEL: Oh, those wicked fellows! They make it so hard for us to keep boys and girls on the right path. I do not fear them though. They cannot really make John commit sin but they can tempt him. He will receive Communion today. That will give him strength to resist temptation or, if he should unfortunately fall into sin, it will give him grace to be sorry. I will go to him now while he is serving Mass [goes out].

[Enter Laziness and Gluttony.]

LAZINESS: That fellow is at Mass with his Angel. There is nothing we can do until he comes back, so let's rest a while.

GLUTTONY: You lazy imp! Let's find something to eat.

LAZINESS: Eat — eat all you do is eat or talk about something to eat.

ANGER [Entering with Temptation]: Now what are you two quarreling about? That is my job to quarrel and be angry.

PRIDE [entering very haughtily]: Don't talk to me! I never have anything to do with quarrels.

ANGER: Is that so! You are generally the cause of them.

LAZINESS [looking out]: Here comes our victim now but his Guardian Angel is still with him. How can we get rid of that Angel?

TEMPTATION: Leave that to me.

JOHN: Oh, Mother, I'm so hungry! [Mother off stage answers] Yes, John.

GLUTTONY: Now is my chance!

ANGEL: Gluttony, go away.

JOHN: No, don't go away. I like your looks.

GLUTTONY: Your mother will try to make you eat oatmeal for breakfast. Don't do it. Only sissy boys eat oatmeal. [Enter Mother.]

MOTHER: Breakfast is ready now. I have your oatmeal dished out.

JOHN: I hate oatmeal. I want some cake. [Gluttony dances and claps silently.]

MOTHER: John, don't be foolish. You know cake isn't the right thing for breakfast. Come and eat before your breakfast gets cold. [Goes out.]

JOHN [throws his cap on the floor angrily]: If I can't have cake I don't want any breakfast. [Anger dances and claps.]

ANGER: Now he is my friend, too.

TEMPTATION: Don't go for any breakfast. Come with me. I'll show you where there are some nice apples to steal.

ANGEL: O John, will you so quickly forget that you received our Lord this morning? And don't you remember you promised Father — that you would be good today.

JOHN: Go away. I'm no sissy. I can take

care of myself. [Angel starts away weeping.] Where are those apples? Come on, all of you, we'll go together for some.

ANGEL: Come away from those bad spirits before they lead you into sin.

JOHN: No, I want to have some fun first. They can't hurt me. [They all go out. Angel comes to the front of the stage.]

[Enter Saint John.]

ANGEL: It breaks my heart to see him go with those bad fellows [she weeps].

ST. JOHN [puts his hand on her shoulder]: Do not weep, sweet Angel. I, too, am watching over my namesake.

ANGEL: Oh, St. John Nepomucene, you are his patron saint. Go make him come away from those wicked boys.

ST. JOHN: No, Angel, he chose to go with them and I must not interfere with his free will, but let us wait here and see how it turns out.

ANGEL: Heaven is a much happier place than this earth. I almost wish I were back there.

ST. JOHN: Yes, but this is your work . . . the work God wants you to do . . . even if it isn't so pleasant. What would John do without you?

ANGEL [starts out]: I feel he needs me right now.

ST. JOHN: But remember, he told you to stay away from him. [She returns.]

ANGEL: Yes, that is right. I may not go to him until he calls. Oh, if little children would only remember how quickly I come to their help when they call and how it grieves me when they are naughty.

ST. JOHN: When I lived here on earth as a boy, I often thought of my Guardian Angel. When I became a priest I had even greater devotion to him. It must have been my angel who helped me to keep the seal of Confession which won for me my martyr's crown.

ANGEL: I hope John will follow your example and be a priest like you.

ST. JOHN: If John becomes a priest we will have to share the credit with his earthly guardians. His own mother and the priests who had an influence on his life must get their share.

ANGEL: Look who comes here [enter John crying].

JOHN: O, Mama, where are you? [Mother hurries in.]

MOTHER: O John, where have you been? I have worried so about you during the past hour. Tell Ma all about it. [She wipes his face and brushes his hair.]

JOHN: Temptation, Gluttony, and those other bad boys coaxed me to go with them to steal some apples. I was just ready to take some when Mr. Brown sent his dog after me. I fell and hurt myself and tore my clothes and got all dirty. Then all those bad boys ran away laughing. . . . O Mother, I'm so sorry I disobeyed you.

MOTHER: O John, you forgot to call on your Guardian Angel. She would have helped you. Now, even though you didn't get any apples you are guilty of stealing because you



intended to. Do you understand that, John?

JOHN: Yes, Mother.

MOTHER: Now, tell God you are sorry as you have told me. Then rest here until I have lunch ready for you.

JOHN [*folds hands*]: Dear God, I'm sorry for it all. I'll never be so naughty again. Help me to be a better boy. [*Sits in a chair and falls asleep. Angel comes forward and sings, "Hear Thy Children, Gentlest Jesus," St. Gregory Hymnal, number 124. Enter Virtue, Meekness, Humility, and Temperance.*]

VIRTUE: This must be the boy God told us about.

MECKNESS [*to Angel*]: Is this John?

ANGEL: Yes, this is John, I am his Guardian Angel.

ST. JOHN: Yes, this is John, I am his patron saint.

HUMILITY: We have come to be his comrades.

TEMPERANCE: After he got rid of Gluttony and all the rest of those bad fellows, we felt he would like to have some new friends.

ST. JOHN: Are you sure he will like you, though? Most boys are afraid they will be called sissies if they are virtuous, humble, meek, or temperate [*points to each*].

VIRTUE: But they learn that we do not make sissies of them. My special work is to make boys strong [*shows his muscle*]. That is what my name really means . . . strong to do what's right. A fellow cannot even be a good Boy Scout without me.

MECKNESS: My work is to help them control their temper. A boy like John needs me whenever he loses in a game or gets hurt or when things go wrong [*tosses ball*].

HUMILITY: In the life of a boy I help him be polite and thoughtful. I show him the respect he owes to old people, to his parents and teachers.

TEMPERANCE: Boys who have me for their friend are never greedy. They will not smoke until they are old enough.

ANGEL: At last we have found the right playmates for our little charge. These are just the opposite of those who visited him this morning. They will have jolly times together and at the same time will be pleasing God.

ST. JOHN: As long as he keeps these boys as his companions he will grow up to be a manly fellow. He will be a good sport . . . straight in his dealings with others and morally clean. His parents and teachers will have reason to be proud of him. And at the end of his life when God calls him home, like a good Boy Scout he will "be prepared."

ANGEL: God bless you, always, little John. [*Angel sings second verse of hymn.*]

#### Curtain

#### Remarks

The little play is arranged for classroom presentation. In its present form it is in honor of St. John Nepomucene, but it could be used with slight changes for several others (St. Anthony, St. Francis, St. Benedict, etc.).

#### Costumes

The costumes may be as simple or as elaborate as desired. The mother wears a long, dark dress with white collar and cuffs. She has on a small apron.

John wears ordinary school clothes with a cap. His tie should be one that is easily fastened. All the spirits have placards across their chests bearing their respective names. The bad spirits may wear brownie or imp suits. They should have tight fitting caps with pointed ears attached to them. Virtue wears a Boy Scout uniform; Meekness, a

baseball suit and carries a bat and ball. Humility and Temperance wear ordinary school clothes. It is important that the bad spirits are made as repulsive as possible and that the good spirits are attractive to real boys. The angel wears a long, white dress, crown, and large wings.

St. John Nepomucene wears a Roman collar (Stiff paper) and an altar boy's cassock. If some other saint is represented by this character, he should be dressed accordingly. The only stage properties needed are a large chair and a small altar where John says his morning prayers.

## KNOW YOUR STATE

### *Mother M. Teresa, O.S.U. \**

**EDITOR'S NOTE.** The following outline of the history and natural, economic, and social geography of Montana was presented as a project of the junior high school department at the Villa Ursula School, St. Ignatius, Mont. We reproduce it by way of suggestion for a similar project for other states and also for its own interest.

**MONTANA:** The Keystone State of the Great Northwest

**MONTANA:** The Treasure State having wonderful resources

**MONTANA:** The 41st state admitted into the union

**MONTANA:** The third largest state of the union

More than 200 years ago, when the first white men reached this far northwest country, they found Indians who belonged to five great families, each family composed of several tribes. How long the Indians had been here is unknown. They lived by hunting and fishing, with a little agriculture. They had horses and they used tools and weapons which they got from the Spaniards of the Southwest.

At first, the Indians welcomed the coming of the white man, but, later on, they bitterly opposed the slaughter of the buffalo and the taking of their lands.

In 1731 Verendrye, a French Canadian, with his three sons traveled westward from Montreal, Canada, in an attempt to find the distant sea of which they had heard rumors. They made many long journeys during the next ten years, but could get no definite information to help them find the route that could lead them to their destination. They were attacked by Indians and the youngest son was killed. The father of the boys, ill and discouraged, returned to Montreal, but the two older brothers, Pierre and Francis, determined to keep on. In 1742, they set out on horseback and continued westward. During the winter, they suffered much from the intense cold. But, at last, on New Year's Day, 1743, they saw the

\*Villa Ursula School, St. Ignatius, Mont.

skyline of the Big-Horn Mountains, a branch of the Rockies. Pierre, seeing the reflection of red on the snow-covered peaks exclaimed: "This is indeed the land of the shining mountains," and these words have clung to our mountainous state for more than two centuries.

Yes, Pierre and Francis were the first white men to enter Montana, which today, more than half a million of us are proud to call home. Montana, unsurpassed in the grandeur of its scenery and unexcelled in natural resources. President Hoover once said: "There are more minerals in Montana than in the whole of Russia."

On May 26, 1864, President Lincoln admitted Montana as a territory. The first governor was Sydney Edgerton, and the first capital was at Bannack. In 1865, the capital was moved to Virginia City. In 1874, it was moved to Helena, the present site.

The birthday of the state was November 8, 1889. President Cleveland had signed the enabling act for statehood, but, his term having expired, it was President Benjamin Harrison who issued the proclamation that Montana was the 41st state. The first governor was Governor K. Toole.

The people of Montana should never forget that, had it not been for President Thomas Jefferson, the third president of the United States, Montana, to this day, might have been a dependency of France, or a part of Canada, owing allegiance to the English Crown.

When President Jefferson took the oath of Office, on March 4, 1801, a great majority of the American people lived within 50 miles of the Atlantic Coast. Some of these pioneer people had crossed the mountains and penetrated the wilderness, and little towns were built down the Mississippi Valley. These people wanted to make homes for themselves. They were turning to the Northwest Territory which they called The Land of Promise, for they saw a great future there.

Years before, Washington had fully appreciated the West. And now President Jefferson had a vision that the future of America would be in the West. However, there was one very



important problem raised: Would the people of the United States be satisfied with a small part of the continent facing Europe, or would they look both ways, develop the wilderness, win a continent, and become a mighty nation.

Jefferson and his secretary of state, James Madison, were deeply interested in the vast western territory. Both agreed that the little seaboard must grow to a continental nation. Jefferson was a man of science. He sought all the information he could get on the plant and animal life, and also the mineral deposits of that region. He had learned of a river that ran westwardly beyond the Missouri River into the Pacific. He was curious to know if the rumor were true.

But Jefferson's most important concern in western affairs was the demand of the West for a free outlet to the Gulf of Mexico, because the lower part of the Northwest Territory was being settled by pioneer farmers. The Louisiana Territory, west of the Mississippi River, a vast extent of 850 thousand square miles was in the hands of Spain. It had been given to that country by the treaty of 1763, after France had been so badly beaten in the war with England. Spain also had possession of New Orleans, and the south of the Mississippi River. All the corn, bacon, and other produce of the western farms had to pass through this foreign port on the way to shipment by sea. The Spanish officers did everything they could to hamper American business in New Orleans, and in 1802, they withdrew all American privileges at that port. In the year 1800, Napoleon Bonaparte, the ruler of France, had secretly forced the Spanish King to give Louisiana Territory back to France. Now, Jefferson was very much alarmed. He had not feared Spain, because, at this time, Spain was not a strong state, but France was different. Napoleon was a victorious warrior, and he was determined to build up an empire in America. The thought of this was too much for Jefferson. No time was to be lost. At once, he sent James Monroe to Paris to help our minister, Robert Livingston, in an effort to purchase New Orleans from France, and the Floridas from Spain. Their efforts were successful, and we know why. The Bourbon rulers of France had lost vast territory to England and Napoleon was determined to have it back. In 1803, when the war again broke out, Napoleon knew, that with control of the sea, England easily could take Louisiana. But he needed money, so he decided to sell the whole Province for 15 million dollars and use that amount to win the war. Even before the deal with France was put through, Jefferson had wanted to explore the country between the Mississippi and Pacific. He had asked Congress for \$2,500 to equip an expedition. But Congress was slow to grant his request. We may well believe that if Congress had only known that the area covered by the purchase would bring a return of wealth amounting to more than seven billion dollars, the request would have been granted at once. In 1792, Captain Gray, of Boston, had sailed around Cape Horn to the Pacific, and cast anchor in the harbor of a river to which he had given the name of his

own ship, the *Columbia*. So, for this reason, the United States already claimed this vast territory because of Captain Gray's discovery. President Jefferson lost no time in negotiating the purchase of Louisiana from France, and then organizing the exploration of this territory. Even before the deal was completed, the Lewis and Clark Party had gathered at Wood River, opposite St. Louis. Here they spent the winter of 1803, waiting for the formal transfer of Louisiana before starting.

No one knew the location of Louisiana, nor the extent of the territory; so it was necessary for the United States to get a claim on it by actual discovery and occupation. It was well that Jefferson did not lose time because the British, through their Hudson Bay traders and explorers, were making big efforts to be the first across the Rocky Mountains and down the Columbia River, so that Great Britain could claim the land that is now Montana, and also the states lying west of us. If Jefferson had not hurried the Lewis and Clark expedition from St. Louis in 1804, any one of the explorers from Canada might have beaten us to the goal. And, had they got ahead of us in reaching Montana, each one of us today would be a subject of a British king, and instead of singing "The Star Spangled Banner," we should be singing, "God Save the King." Truly, Thomas Jefferson may be considered Montana's first benefactor. He and Robert Livingston, our ambassador to France, managed the great transaction, and the money was paid on December 20, 1803, fifteen million dollars for more than one million square miles, about 665 million acres, at a cost of 2½ cents per acre. At the time of the sale, Livingston exclaimed: "We have lived long, but this is the noblest work of our lives." In the month of May, 1804, the Lewis and Clark party started up the Missouri River, but travel was slow. It took them 165 days to reach the Mandan Villages, 16 hundred miles from St. Louis, on the present site of Bismarck, N. D. Here they spent the winter, building boats and getting supplies of food and clothing. On April 7,

1805, two parties started out. One party included a dozen men who later were sent back to St. Louis with letters to the President and also brought him gifts of stuffed animals and Indian craft. The second party, including the immortal Lewis and Clark expedition, started for the unknown region. Captain Merriweather Lewis, former private secretary to President Jefferson, was in command with Captain Wm. Clark, both from Virginia. The party consisted of 32 members, in six canoes with two small boats. In the party were three sergeants and some 20 privates of the United States army. Also Clark's negro servant, York, a hunter, and the French Canadian interpreter, Charbonneau, with his young wife Sacajawea, carrying her three-month-old baby on her back.

Sacajawea had been engaged because she knew the way, more or less. Some years before she and her sister had been captured in a fight with the Blackfoot Indians near the Great Falls of the Missouri. Her sister had escaped to her own people, but Sacajawea was sold as a slave and finally married to Charbonneau in Dakota. It was Sacajawea, the Bird Woman, who practically saved the expedition. She often got help from the Indians whom they met. At the foot of the Rockies, they knew not where to turn and it was these Indians who guided them across the mountains to the head waters of the Columbia.

In 1805, from April to September, they crossed Montana on their western journey, going up the Missouri, the Jefferson, and the Beaverhead Rivers. Here also they were guided by Sacajawea. She should be remembered as the first woman mentioned in the recorded history of Montana. She received no pay for her help. Her husband was the only married man in the band.

Another interesting member of the expedition was Clark's Negro servant York, the first black white man, the red men had ever seen. He could not straighten out his kinky hair, nor rub the black off his face and arms, and so the Indians called him Big Medicine, and followed him wherever he went.



Small Samaritan.

— G. C. Harmon

On July 19, 1805, the Party arrived at the place Sacajawea had told them about, The Fork of the Three Rivers. These rivers Capt. Lewis named in honor of President Jefferson, of Madison, secretary of state, and of Albert Gallatin, then secretary of the treasury. This was the very place where, five years before, Sacajawea and her sister had been captured. After resting three days, Lewis started up the Jefferson River, which Sacajawea told them would lead to the Great Divide. They were only 12 miles by air from what is now the city of Butte. The roads were terrible, but they followed the trail and finally reached Idaho. Here, Sacajawea met her own people and there was great rejoicing. The Indians were friendly and there was much feasting. The party then continued down the Bitter Root Valley, passing Stevensville and Hamilton. At Lolo Creek, 12 miles from Missoula, Lewis and Clark separated. Clark and 20 men crossed into the Big Hole Country, by way of Gibbon's Pass. Later on, both met again at Three Forks and from there these three great explorers started back on their return journey to St. Louis.

### OUR WONDERFUL STATE OF MONTANA

Montana is bounded on the north by Canada, on the east by the Dakotas, on the south by Wyoming and Idaho, and on the west by Idaho and the Bitter Root Mountains. The Main Continental Divide separates the Missouri system from the Columbia system, these two systems receiving the drainage of the state. The Missouri River springs from three main headstreams in the southeastern portion of the state, the Jefferson, the Madison, and the Gallatin Rivers. Montana has a great range of temperature, extending from 46 degrees F. below zero to 110 degrees above. The extreme cold winter is often tempered by the warm and dry Chinook winds which blow in a northeasterly direction from the Mountain Range. Blizzards occur only on the eastern plains, and tornadoes are unknown.

The area of Montana is about 147 thousand square miles. The length from east to west is 540 miles; the width (north and south) is about 275 miles. About 600 square miles are water. The latitude is between 44 degrees and 26 minutes at the International Boundary. The longitude is about 104 degrees and 116 west.

The eastern part of the state is rolling prairie land. The elevation is about 2800 feet, gradually rising to 5 thousand feet to meet the foothills of the Rocky Mountains on the west. Montana has oceans of grass. It is the home of the buffalo and its leads in the cattle industry.

Conditions in Montana make it necessary for a large proportion of its farm lands to be irrigated before crops can be grown. There are miles of irrigation ditches. There are irrigation projects in the Sun River, the Milk River, and the Yellowstone, exceeding five million dollars in value.

In the eastern part of the state, the Missouri is the most important stream. It flows northerly, then easterly till it reaches the

eastern boundary. Its chief tributaries are the Yellowstone and Musselshell flowing into it from the south. West of the Rocky Mountains the land is drained by the Clark River and its tributaries into the Columbia. The Clark Fork of the Columbia River with its two main branches, the Missoula and the Flathead, drains the great Western Basin. Flathead Lake, the only lake of considerable size, has a length of about 26 miles, width about six miles, and depth of at least 300 feet. The Rocky Mountain Range covers about one third of the area of the state. The Main Continental Divide runs from Yellowstone Park for some distance along the southwest boundary, after which it turns eastward and then crosses the state in a northwest direction. The general elevation of the crest of the Rockies is about 6000 feet, and the peaks rise from 8000 to 12,000 feet. Granite Peak and Emigrant Peak being the highest elevation. The range is lower in Montana than further south in Wyoming and Colorado.

The Bitter Root Mountains form part of the western boundary of the state, and a great long basin separates them from the Main Divide. The elevation of the Bitter Root crest is between 7000 and 8000 feet above the sea. Other mountains in our state are the Mission Range, the Beaver-Head, the Coeur d'Alene, Big and Little Belts, Bear Paws, Bear Tooth, Little Rockies, Big Horn, and many others. Our mountains of Montana are a treasure vault, where we have found arsenic, manganese, and precious stones. Montana is tenth in rank in the value of its products. Copper was first found here in 1866. In 1912 the state yielded 700 million pounds. Gold was discovered in 1860. Coal is found in abundance near Roundup. About three million tons are mined each year.

The tourist trade during the past few years has brought more than 30 million dollars into the state. Besides a wonderful system of highways, Montana has three important railroad lines — The Great Northern, the Northern Pacific, and the Chicago, Milwaukee, and St. Paul. They cross the state from east to west.

Glacier National Park in northwest Montana has an area of 915 thousand acres. It has 60 glaciers and more than 250 lakes. By means of good trails, some of the best Alpine scenery

of the United States has been made available to thousands of tourists each year. It is a wonder world of 1400 square miles and was established by Congress in 1910. The Yellowstone Parks extends into the state along the southwest boundary. The Main Continental Divide begins here. The growth of Montana within a half century is indeed marvelous. It is well to remember that in 1825 Montana was Indian Territory. It became Nebraska Territory in 1854; Dakota Territory in 1861; Idaho Territory in 1863, Montana Territory in 1864, and Montana State in 1889.

Montana has many important cities. Helena, the capital, is a city of beautiful homes. The Capitol building was completed in 1902; wings were added in 1912. It is built of Montana sandstone and is 464 feet long and 130 feet wide. The approximate cost was \$1,200,000. The dome is more than 100 feet high and is made from copper taken from the mines in Butte. Upon the dome stands the Statue of Liberty. Before the main entrance of the Capitol building is a statue of General F. Meagher, seated on his horse. On the pedestal are tablets telling of the general's brave deeds. On the first floor is a mounted buffalo, taken from a Montana herd. In the east wing is the historical library containing old books of early Montana history, and portraits of notable pioneers, the founders of our state. Pictures of Montana Indian chiefs, cowboys, trappers, miners, and others are also seen there.

Helena sprang into being almost overnight, with the discovery of gold at Last Chance Gulch in 1864. Bannack, the first state capital, was the oldest camp in the state.

Butte City is the largest mining camp in the world. It has 42 churches, 19 public schools, 11 parochial schools, one of the largest business colleges in the northwest, and the Montana State School of Mines, a department of the state university.

Anaconda has the world's largest copper smelting works; Dillon has the state's normal school; Deer Lodge has the state prison; Twin Bridges has the state's orphans' home; Warm Springs has the sanitarium for the insane; Bozeman has the State College of Agriculture (named after John Bozeman); Great Falls has the home for deaf-mutes, also for the blind; Boulder has the home for feeble-minded chil-



Catholic Press Display at St. Ann School, Chicago, Ill. Sisters of the Holy Family of Nazareth are the teachers. Rev. Ignatius Renklewski is the pastor.



dren; Miles City has the Industrial School for Boys; Columbia Falls has the Soldiers Home; Missoula (Garden City) has the State University; Billings is one of the six units of the University of Montana. It was established for the purpose of training teachers. It is also one of the five sugar factory cities. The other four sugar cities are Missoula, Chinook, Sidney, and Hardin.

There are still about 15,000 Indians in the state of Montana located on seven reservations—at Fort Peck, Fort Belknap, Rocky Boy, Crow, Blackfeet, Flathead, and Tongue River among the northern Cheyennes. In 1841 Father Peter de Smet established a permanent mission in the Bitter Root Valley. The Flathead Indian Reservation was opened in 1910.

Besides being the home of the buffalo, Montana has more than a million head of sheep. In the eastern section of the state are found rabbits, gophers, badgers, prairie dogs, bison, coyotes, grouse, and lots of grasshoppers. In the western section we find black and grizzly bears, elk, moose, deer, beaver, mountain lion, wolf, porcupine, and mountain sheep. In the Bitter Root Valley are found ticks, the bite of which results in yellow fever, nearly always fatal to man. The rivers abound with fish.

Splendid crops of wheat, corn, oats, barley, rye, and flaxseed are raised in the state. In the eastern part, with the help of irrigation, good crops have resulted even in the dry-land districts. Apples, pears, plums, cherries, and several kinds of berries are grown successfully. There are no hardwood trees in the state. The tamarack, the red fir, and the Douglas spruce, with the yellow pine are the principal varieties. The state tree is the yellow pine; the state flower is the bitterroot; the state bird is the meadow lark; the state song is "Montana," by Cohan of Butte; the state flag shows a blue field with a representation of the Great Seal of the state in the center. This flag was in the Spanish American War.

The great seal of Montana shows a plain with a plow, pick, and shovel in the foreground. In the background are shown trees, hills, and mountains with the sunset rising behind them. To the right is a river with a broad waterfall. At the bottom are the words: The Great Seal of Montana.

The greater part of Montana's population is found in the mining sections. The largest number of foreign born whites come from Canada, Austria, Germany, Ireland, and Sweden. The population of Montana is more than half a million. Last year, a quarter million tourists visited our state.

Woman suffrage was adopted in 1914. Montana was the first state to send a woman to Congress as representative; Jeanette Rankin. She served one term only.

The Montana Constitution was adopted August 17, 1889, and ratified in October of the same year. The legislative authority is vested in a senate and house of representatives. Senators serve for four years and representatives for two years. The assembly meets every two years on the first Monday in January.

The Executive Department consists of the governor, lieutenant governor, secretary of

state, attorney general, state treasurer, auditor, and superintendent of public instruction.

The senate has 56 members (there are 56 counties). Each county has a county seat, the town in which the courthouse is located and where all county officers have their offices.

Registration takes place about 45 days before the primary elections. Those who expect to vote are required to go to the polls for

registration. Anyone failing to register is not permitted to vote. Every person of the age of 21 years, or over, who is a citizen of the United States and who has resided in the state for one year immediately preceding the elections at which he offers to vote is entitled to vote. In 1946, May 31 was the date for registration. Primaries were held July 16. And November 5 was general election day.

## Health in the Three R's

*Henry F. Unger\**

Every day is health day for some 800 pupils at the Noble School in Euclid, Ohio. Gently mixing in nutrition values with the three R's, Mrs. Bessie M. Wells, the principal, has not only introduced a unique health program, which is improving the diet and habits of the pupils, but has simultaneously bettered the scholastic record of the students.

In 1941, with the government calling on the nation to improve its diet as a part of the national defense program, Mrs. Wells attended a six weeks' course in nutrition study at Western Reserve University. At the completion of the course, the energetic principal determined that the subject of health would occupy as much time as the three R's.

The 22 teachers of Noble School were called for an important meeting. To the surprised but elated teachers, Mrs. Wells explained her program. From the kindergarten through the eighth grade, the pupils were to learn the nutritional values of foods, the dangers of vitamin deficiency, and diseases which result from improper meals.

There were to be no dry classes on nutrition. Health would be a part of a science course, a spelling session, a geography lesson, or of any of the other courses taught at the school.

Each teacher outlined her own program, subject to the approval of the principal.

First-grade pupils are asked to memorize poems accenting health. There was such a ditty as,

Oh, for the apple!  
So round and so red,  
It's better than candy,  
Let's eat it instead.

Various foods are connected with their corresponding colors for the first three grades. Children are taught that meat corresponds to the red color on their blackboards and through the colors are taught how to balance their meals.

The value of milk, for instance, was driven home to third graders through the use of the regular school subjects. Subtly in the music course, the importance of the cow was shown when the teacher demonstrated how the horn was developed and became a part of the modern orchestra. In the spelling of words,

pupils were given such words as herd, dairy, bacteria, milkman, sterilized. Even in the arithmetic classroom, the teacher would connect milk with the subject, asking such questions as: Do you know how many glasses of milk in a pint? A chart on the blackboard, showing how much milk was drunk by each pupil during the week, kept the milk consumption at a high rate. There were simple lectures on the animals that give people milk. The cow was represented as a milk factory and the entire milk process from cow to consumer was explained.

To emphasize good posture, Mrs. Wells correlated health with art. A jointed skeleton demonstrated body structure. Silhouettes, showing the value of art and of good and bad posture impressed the students. A balloon game was introduced whereby a chart and colored balloons with names of good health habits written on each were used. When the children had good habits the balloon travelled 2200 feet in the air. A clock dial was made to dramatize bedtime and rising hour habits.

An interesting history course, telling how primitive people lived—how they took baths, how they made soap, how they took care of their health, makes the pupil appreciate his own advantages from the standpoint of health.

To achieve results, Mrs. Wells advocates and uses the color combination scheme for the primary grades. Her intermediate grades get a good mixture of vitamins with their regular subjects, while for the older students nutrition is correlated with their science courses, emphasizing good posture, mental attitude, and healthful environment. Diseases which result from vitamin deficiency, the "basic seven" food groups, and healthful meal patterns are all part of the curriculum. Children are taught to carry home their newly acquired health habits. Frequently, parents call Mrs. Wells advising that the children are criticizing constructively the lack of vitamins in certain foods found on the family table.

That the unique program is proving effective at the school is evidenced in the pupils' choice of noon lunches.

Before the inception of this health program, heavy desserts as pie and cake were among the most popular items on the cafeteria menu. Many children would eat nothing but meat and potatoes. Fruits and vegetables and lighter

\*14315 Milverton Road, Cleveland 20, Ohio.

desserts were passed by. Now, pie and cake have completely disappeared from the menu and the pupils quickly take up all of the vegetables. Desserts consist of gelatin puddings, and ice cream. Only milk is now on the beverage menu.

Lunches brought from home by the children have taken on a vitamin splurge. Children literally stand beside parents at home, cautioning them on the correct foods.

To push the nutrition program to the utmost, Mrs. Wells enlisted the aid of the Cleveland Dairy Council in a plan for grading school lunches. Three times each week, the representatives of the Council visit the school and inspect the pupils' lunch trays as they pass through the cafeteria line.

When a pupil chooses a well-balanced meal, with vegetables and white milk, he is handed an "A" card. Children, choosing food items haphazardly and not meeting the "A" standards, receive "B" or "C" cards. These cards advise the pupil what food items are lacking and the teacher, eating last, explains to the pupil why those certain items must be eaten for better health.

With the accent on health at Noble School, Mrs. Wells has set aside a health room, where-

in upper grade students conduct long sessions on various health topics. Elaborate exhibits are constructed by the pupils, letters are sent to hospitals throughout the land by the pupils, seeking information. The information is translated into simple and yet attractive visual exhibits. The time for the health course proper is elastic. When a pupil comes up with an interesting presentation, an entire afternoon may be consumed in this classroom.

According to Mrs. Wells, school marks, since the inauguration of the program, have improved considerably, not only as a result of the well-balanced meals at the school and at their homes, but likewise because of the closer attention now given to health subjects, no longer dry and trite.

Acclaimed by health educators throughout Ohio for her splendid work, Mrs. Wells has been deluged by requests for material on the program. Regularly, the principal sends out mimeographed copies of the various units in use at her school.

To prove the efficacy of her program, Mrs. Bessie M. Wells points to the prominent Western Reserve University, where her health units are now being used at the graduate school.

attention of the children can be motivated by assignments as part of their homework, to note the trees on their street, to find various types of grasses in their back yards; to watch the birds, or the clouds, or the stars. This will correlate with oral and written English, and give the children something interesting to say or write.

At least one field trip to a park should be planned by every teacher every year. It would be well if she should first visit the park before the trip, and ascertain the places of interest, and the names of the trees that she wishes the children to observe. She should be prepared to know the names of all the common wild flowers, and be able to recognize a bird on the branch of a tree, as well as lithographed on the pages of a book.

### Secondhand Experience

The Catholic Boy Scouts usually take several hikes every fall and spring with their scout master, and the teacher can encourage the boys who participate in these outings to tell their classmates of some of their interesting experiences. They may also make collections of rocks on these trips which later may be studied in the classroom, and form the basis of interesting lessons.

### Scientific Study

The nature study period in the classroom should not be neglected; it can be made one of the most interesting half-hours of the week. Nature study correlates easily with drawing, composition, poetry, geography, and occasionally history and arithmetic. The work in nature study should be planned carefully, with a view to the background and needs of the pupils, and the teacher should have collections of specimens to illustrate the lessons. Many activities can be introduced through the nature study lessons.

In some cities there are museums where material may be borrowed for use in the classrooms. Specimens of rocks, pictures of animals, and small models of animals, photographs, and charts may be borrowed for a period of two weeks. These enable the children to learn facts, do interesting things, and increase their pleasure in and knowledge of their natural surroundings. All children should be familiar with the children's library, and the children's department in the branch libraries. Here they will find absorbingly interesting stories of true experiences, and stories that give valuable information on all phases of nature. Books may be taken home, or read in the reading room of the library. Here, too, are all the children's own magazines, many of which contain excellent stories and accounts of camping trips. Many libraries maintain an educational department, intended especially for teachers, where there is a wealth of books devoted to nature subjects.

Dr. W. J. Holland, scientist, tells us in his *Moth Book*:

"Happy is the man who has acquired the love of walking for its own sake!" And he says further: "Would you cultivate walking as a fine art, learn to see and to hear what

## Nature Study in a City School

*Sister Fidelis Marie, S.C. \**

Nature and a city are two concepts that seem diametrically opposed. A city is man-made; nature broadly refers to all the myriad forms of plant and animal life that surround man in his natural state.

What chance has the child, born in a city, whose parents are too poor to go to the country for even a short visit, to know anything about nature? Nearly every city has its parks, playgrounds, and reservations, where some of the aspects of nature may be observed.

When we take a bird's-eye view from some high window, we are surprised to see the many spots of green that dot the tenement districts; for there are many back-yard gardens, except in the most congested districts.

Although there are comparatively few regions where we can find, close to a city, an area where animals and plants may be found in a natural and uncultivated state, yet the suburban areas with their trees, and small gardens and the near-by parks can teach us much about the nature of living things.

### Go to the Park

Nature, as an interest, does not touch the lives of most of the parents of the children in our schools. Life in the city has too many distractions. There is no time to develop a sense of observation. Noise is one of the greatest obstacles in the city to nature study. The constant coming of sound inculcates in the

child a subconscious desire to add to its volume by trying to make himself heard above it. Loud voices and strident tones prevail. Too frequent attendance at the motion picture theaters has taken valuable time that should have been devoted to play in the sunshine and outdoor air. Our children imitate what they see in pictures. They resort to motions, grimaces, lacking a gift of words.

We religious teachers often do not avail ourselves of the opportunity given us to bring to the city child a knowledge of God's wonderful creations, perhaps because of deficiencies in our own experience or knowledge. Many of us were city children ourselves, and experienced all the difficulties in gaining first-hand knowledge of nature. We should awaken to the need of learning all we can, so as to enrich the poverty stricken lives of the children we teach. Poverty stricken, though surrounded by material comforts, for the study of nature feeds the spirit, and strengthens the soul. Through it we may teach the Christian virtues and bring to their lives true charity, and joy, and peace.

Unless there is a desire to learn, there is no learning. Most children are blessed with a natural curiosity, and if this instinct is directed toward the aspects of nature, as manifested in their own neighborhood, surprising results will ensue.

Individual observation is one of the best ways to discover some of the interesting things that are happening in the world of nature. The

\*St. Joseph Convent, Paterson, N. J.



the world, which man has not made nor entirely marred, is telling you of the wonders of that life which she kindly nourishes upon her bosom."

The benefits of walking may be combined with observation of natural phenomena, whether the subject of investigation be trees, wild flowers, birds, insects, weeds and grasses, the topography of a region, or its rocks and minerals, or the constellations of the starry skies. A double benefit is achieved: an improvement in health, which conduces to general happiness, resistance to disease, and a fuller participation in the activities of life; and the addition to our store of knowledge, by which we attain a deeper understanding of the underlying forces that control the world of which we are a part.

As our powers of observation develop we gain a greater appreciation of the beauties of nature: the perfection of design and balance in the smallest organism that we see. Do we appreciate the form and perfume and color of a flower the less when we see a bee or butterfly hovering over the bloom, extracting the honey, and know that this is part of nature's plan for the propagation of this plant? Do we not gradually gain an increased understanding of our own lives as we look at these myriad little lives going on around us, each in a world of its own?

### Feed the Birds

With a love of the out-of-doors, we never need feel lonely. There is a sense of companionship in the fields and forest if we look with understanding upon the little creatures that live there. We will have an increasing love for these wild things, and exert what influence we have to preserve them from extinction. We will begin to understand what conservation really means, and see the wisdom of our government in establishing national parks, and state reservations where trees and birds and flowers may grow unmolested. We will come to understand that one of the duties of a good citizen is to make his surroundings as beautiful, clean, and healthful as he can, to plant a garden if he has land, to do his share in keeping our parks clean and attractive, to feed the birds in the winter time, especially after snowfalls, when the forest birds find it difficult to obtain food. Many people buy wild bird seeds and scatter it in the parks and woodlands during extended seasons of ice and snow. To a lover of nature, the sight of the birds is a rich reward, and we know, too, that birds have their economic value in keeping down the destructive insects.

A closer acquaintance with nature will eliminate many of the senseless fears and inhibitions which prevent too many people from enjoying the out-of-doors. If we recognize poison ivy, we will not think that every vine we see in the woods is poisonous. If we know that a bee will never trouble anyone who does not trouble him first, we will not scream with fear at the sight of a bee. If we remember that few bolts of lightning reach the earth, and that if we avoid standing in a draft or directly under a tree in an open

space, we can watch quite safely and with some pleasure the magnificent display of lightning during a thunderstorm.

### God in His Works

Nature brings us closer to God. Let us see Him in His works. Let us appreciate the marvelous way in which each organism fits its sphere of existence so perfectly. We can better comprehend the infinite goodness and Providence of God when we study the stars, and then consider His care in providing for the little things of this world. We can see a mirror of His perfections in the crystal of a snowflake, in the delicate sheen of a dragon-fly's wing, the order and balance of our universe, the orderly recurrence of the seasons. Balance, order, beauty, perfection: these are the attributes of God, and these show forth in all His handiwork.

Shortly after our continent had been discovered, a man came to its shores, seeking the elixir of youth. Feverishly he searched the

swamps and forests. He failed. Others, more wise, in later years, remained at home, doing the work that lay near at hand, but loving and studying the small things of nature that surrounded them, and, strange to say, an elixir of youth was found, at least for Fabre, the great French naturalist, who at seventy began to write about the insects that had fascinated him all his life, and those last twenty years of his life were fruitful in interesting stories of his investigations. Nature was his elixir of youth, as it has proved to be for many others. It is a study about which no one can know everything, about which the last word will never be written, for nature is life, not static, but changing, yet ever reflecting in its essence, the perfections of its Creator.

Since this is so, is it not our duty to do all in our power to enrich the lives of the children in our care so that they may grow up to a greater awareness of the wonderful world of nature in which we live and move?

## Tripling for Uncle Sam

*Sister M. Mernette, O.S.F. \**

World War II, by its conversion of the American farmer into the captain of the home front, with his farm a war plant for food production, has proved an agency in rebuilding some desirable attitudes toward farm life. The aftermath of the war with its starving millions again recovers some of the original prestige of the worker of the soil. And the revelations of the National Catholic Rural Life Conference coupled with the assertion that the farmer is the *hope of the Catholic Church's future in America*, have left no doubt that the American pioneer is still tripling mightily for Uncle Sam and must continue to do so.

A strong desire to help the farmer continue tripling for Uncle Sam has inspired the writer to inject a spirit of rural mindedness into the classroom. Was it rash to attempt this "farm consciousness" scheme on a big-city school child? Is the first grade too immature to absorb some wholesome farm philosophy as initiated by our Church and our government? Here is the project launched in a first-grade classroom in the heart of Chicago, and covering an entire school term.

### The Farm Reading Unit

#### Angle of Approach:

A reading unit motivated by nature study as best depicted on a farm.

#### Incentives:

1. The teacher's own wholesome attitude toward farm life as a prerequisite to enkin-

dling enthusiasm and love for the farm in the hearts of her pupils.

2. Sister Nila's prereading seatwork on plants and animal pets, a means of arousing interest in nature and indirectly in the farm.

3. Library books and pictures on pets awaken a desire to hear and read about them.

4. Observations of various phenomena in nature brought questions best answered by directing learning energies to the farm.

5. Natural curiosity about animals and food laid the background for the development of some wholesome farm philosophy.

#### Aims:

1. Provision for an enriched reading program.

2. To turn interest about farm activities into enthusiasm for the acquisition of reading skills—this by means of experience charts about the farm.

3. To show that the farmer holds a definite position in God's plan of life and to inculcate some simple, but wholesome, farm philosophy.

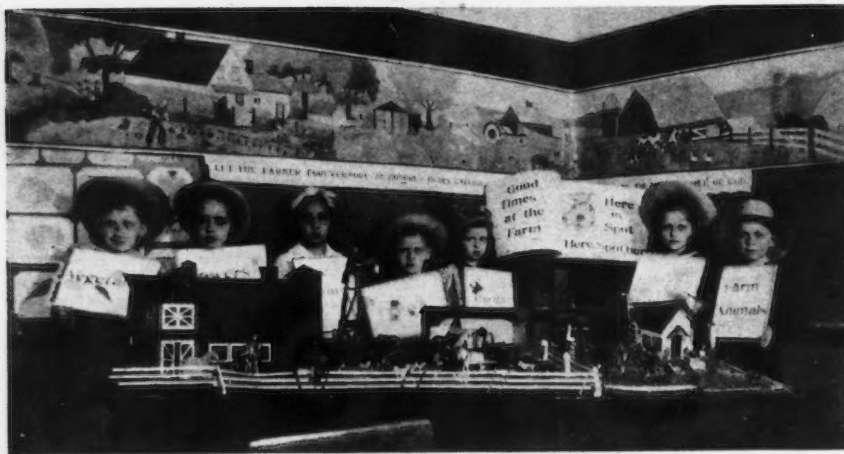
4. The farm as a medium of nature study to instill greater God consciousness.

5. Correlation with other subjects—religion, music, art, science study, oral and written English, story hour, writing.

#### Media:

Field trips (visits to parks, libraries, food stores); imaginary trips to the farm; observation of live pets, and discussion of pictures of them; posters, books, and picture arrays; experience charts; correspondence with farm children; indoor victory and dish gardens; movies, lantern slides, stereoscopic views, and museum specimens, cardboard farm ensemble on library table; stories, readings, songs,

\*The Sisters of St. Francis of Assisi, Milwaukee 7, Wis. The project was carried out at Our Lady of Solace School, Chicago 21, Ill.



*Our Farm Ensemble With the Frieze and "Our Big Book" in the Background. Costuming and Picture Taking Were Thrilling Adventures for the Little Folk.*

poems, costuming, and dramatization; snapshots of "Our Farm Work"; nature trimmings, gifts of soap birds and a frieze; art exhibits and seasonal gifts to parents expressing related farm motif; culmination of our activities in the assemblage of our "Big Book."

#### Process:

Our Farm Unit as a medium for purposeful reading, for drawing closer to God through nature study, and for implanting some wholesome farm philosophy, was begun with our prereading seatwork program as outlined by the Archdiocese of Milwaukee. This awakened powers of observation in nature in and out of doors, resulting in all the varied activities recorded under media.

Flower and leaf specimens brought back from field trips were pressed, mounted, and labeled. Models from fruit and vegetable stores resulted in drawings which were laid aside for our Big Book, after our art exhibit was completed.

Live pets (goldfish, turtle, dog, kittens, chickens, rabbit) on observation in the classroom, and those read about in books or told about from pictures, furnished material for more fascinating art classes, and for the making of our experience charts preparatory to formal reading. We learned that most of these animals lived on the farm, down to the fish and turtle in the brook.

Trips to the farm had of necessity to be imaginary, due to transportation difficulties, but with the aid of every other available medium, the farm unit became a very real experience.

Our field trips took place in the fall when the leaves were in glory, and when fruits, vegetables, and autumn flowers could be procured. Study of animals occupied the winter months, while in spring we began our written correspondence with children from three states to secure grain, vegetable, and flower seeds, which we planted and watched develop in the classroom. The first robin song in the spring drew our attention to birds which we studied carefully. Soap carvings in water color finish, presented by our branch of the public

library, whetted our desire to learn and make pictures of our common birds. Along a wall of white pine branches brought in by one of the daddies, we mounted crepe paper birds



*Glorified Oats Bouquets—for Mother's Day.*

stuffed out with cotton and pasted to cardboard. The beautifully executed frieze in the picture was a gift of the eighth grade of a little rural school outside Chicago.

This undercurrent of intense activity was the foundation to the real work of becoming more God conscious, being able to handle the tools of reading, and of taking a healthy attitude to farm life.

The story of just how we correlated our Farm Reading Unit with our other school

subjects, is the most fascinating, but would make a story all its own.

#### Results:

1. Broader powers of observation and keener interest in books and pictures.
2. Knowledge of farm and farm life.
3. Absorption in farm life and desire to spend vacations there.
4. Deeper appreciation of God's goodness revealed in the beauties of nature.
5. Desire to learn more by reading.
6. Greater God consciousness, and more wholesome moral attitudes.
7. Gratitude to God for the farmer who works so hard to supply food for us in the city.
8. An enriched curriculum.
9. A realization of the dignity of farm work, and the intention of expending energies on more wholesome physical activities.
10. Keener sympathy for the hard-working farmer and healthier attitude toward the farm and all it stands for.

#### Conclusion:

The outcome of this project was worth the mightiest efforts made for its issue, and one could have no deeper satisfaction than to hear from a first-grade boy these words, "I hope some day to live on a farm. I wish I could go right now. I think I'd like the hard work and I believe there is not so much chance to sin."

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## Primary Science

## SIGNS OF SPRING

Sister M. Elizabeth, O.S.F. \*

## Objectives

1. To arouse in children a curiosity in regard to their immediate environment.
2. To enlist interest in the coming of the spring season.
3. To give children the feeling of joy that is found in discovery.

## Outline of Study

- A. Find a "favorite tree." (1) Watch the buds swell. (2) Report on first leaf to appear.
- B. Make a "signs of Spring" chart. (1) First dandelion. (2) First robin. (3) First day not to wear a coat to school. (4) Boys playing marbles. (5) Girls jumping rope.
- C. Finding early spring flowers. (1) Violets. (2) Crocus. (3) Bloodroot. (4) Adder's tongue. (5) Skunk cabbage.
- D. Make a weather chart.
- E. Keep record of return of birds from south. (1) Grackle. (2) Robin. (3) Bluejay.
- F. Animals emerge from winter homes. (1) Frogs and toads. (2) Chipmunks.
- G. Find cocoon or chrysalis. (1) Keep in classroom. (2) Watch moth or butterfly emerge.
- H. How people prepare for spring. (1) House cleaning. (2) Taking down storm doors. (3) Putting up screens. (4) Getting out lighter clothing.

## Suggested Activities

- I. Visit a farm as a culminating experience. While there: (a) See baby chicks, lambs, calves, etc. (b) Go to pond or brook to see frogs, toads, etc. (c) Might see bees swarming. (d) Could pick a few wild flowers (break stems). (e) Notice the blossoms on the trees. (f) Watch the windmill.
2. Plant an outdoor garden. (a) Vines — pumpkins. (b) Stalks — corn. (c) Bushy plant — string beans.
3. Have chicken coop in yard. (a) Place 13 fresh eggs in box partly filled with hay. (b) Three weeks for eggs to hatch. (c) Let children see baby chick as it comes out of shell.
4. Language Development. (a) Original

\*St. Francis de Paula Kindergarten, Chicago, Ill.

stories about visit to farm. (b) Experience chart.

5. Dramatic play and rhythms. (a) In the form of a story play dramatize the visit to the farm. (b) High-stepping, galloping, and running horses; ducks walking; birds flying, etc.

6. Songs. (a) "Mother Hen," "What Use Are You," and "The Animals Wake Up," from *Singing Time* (Thorne and Coleman). (b) "There's a Nest Out in Our Tree" from *Morning Glories* (Barbara M. Hobbs).

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8. Poems. (a) "Very Young Verses," an anthology compiled by Barbara Geismer and Antoinette Suter and published by Houghton Mifflin Company, is splendid. (b) Most of the magazines for children carry nature poems.

## Contributive Learnings

1. The reason for cold weather is that the sun, during the winter, is far to the south of us.

2. The rays of the sun are slanting and do not warm the earth so much as if the sun shone more vertically down upon us.

3. Toward spring the rays of the sun become less and less slanting, and they begin to warm the earth more.

4. This added heat brings about many changes: (a) It melts the ice and snow, giving water to rivers and streams. (b) Seeds germinate. (c) Plants begin to grow. (d) Sap rises in the trees. (e) Buds begin to swell. (f) Plants soon leaf and flower. (g) Frogs, toads, snakes, etc., become active.

5. The increasing heat of the sun causes man to make many changes, too. (a) Putting away things which protected him from the cold. (b) Taking out things which will keep him cool.

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## CHRISTIAN HUMILITY

Real humility is based on reverence for the Creator and acceptance of the Divine Will. Without it we revolt against, set ourselves in judgment on, the Almighty. This is sin, which is rooted in pride. Sin first caused division even in heaven and in Eden: it continues to foment disorder in the world. Humanism, the attempt to deify man, underlies our present chaos. Culturally, it puts man at the summit of the universe; politically, it would re-make society without reference to God. As a result the true order is subverted and until God is recognized as the center of His creation and of our lives we shall not enjoy the blessings of love and lasting peace.

\* \* \*

"Learn of Me, because I am meek and humble of heart, and you shall find rest to your souls." Humility brings peace. It has, also, an ennobling effect on character in eliminating vaulting ambition, overbearing manner, intolerance of person, race, or class. It stamps personality and action with true dignity and charity, with a wholesome simplicity. The really great are always simple — and humble. Compare the utterances of worldly potentates with those of the Father of Christendom who signs himself "the servant of the servants of God." Christ was humble, not merely because of the simple conditions surrounding His birth and life — one may be in humble circumstances without being in the least humble — but because He recognized the true position of the humanity He assumed and showed perfect conformity to the will of His heavenly Father. Mary, also, ascribes her singular selection by God to this virtue; "He hath regarded the humility of His handmaid: for behold from henceforth all generations shall call me blessed."

So it must be with the followers of Christ, the children of God. A child is simple, utterly unconscious of itself; and unless we become as little children we shall not enter the kingdom of heaven. Humility, by wiping out inordinate self-love, makes us more efficient instruments in the service of God and country. Forgetting self we are inspired with boldness, enterprise, and courage. We become apostles of action and example. Regardless of past or present failings, if we are but willing to make this surrender of self all will be well. "A contrite and humbled heart, O God, thou wilt not despise." — Rev. Dr. Wm. J. McDonald, Catholic University, in *The Washington Star*.

Peter de Smet, S.J., renowned Indian Missionary of the nineteenth century, was both a graduate and a professor of St. Louis University, St. Louis, Mo. In the days when travel was hard, de Smet traveled more than 180,000 miles on horseback and in canoe, over the great plains and the Rockies, up and down the western rivers, across the Atlantic and around the Horn.

## Kindergarten Pictures

Yvonne Altmann\*

### EASTER

#### I. Motivation

Peter Rabbit is a favorite kindergarten story. The children especially like to hear it at Easter time. Just hearing the story was enough stimulant for them to want to draw pictures about Peter Rabbit.

#### II. Objectives

Same as in September, except that water color is the art medium.

#### III. Development

Read the story of Audrey and Georgian. They will tell you about the development of the pictures.

#### Easter Pictures

Audrey and Georgian

For several days Miss Altmann told us the story and showed us pictures of Peter Rabbit. After we heard the story, she said to look at the picture of Peter Rabbit. Then close our eyes and see if we could see him. If not, to open our eyes and look again. She asked us if his head was bigger than his body. How many feet he has. How large his tail is. After we were sure we could see Peter in our minds well enough to draw him, we told her what we saw Peter doing.

#### Peter Rabbit Getting Away From Mr. McGregor

Audrey Dickson

First I made a small picture of Peter Rabbit. I chose to make Peter Rabbit jumping out of the window. You can see Mr. McGregor at the window. I made the eyebrows look mad, as Mr. McGregor was angry at Peter. He didn't like Peter to eat his vegetables and upset his plants.

When I put the paint on my brush, I walked around the table to put the paint on my picture. I worked the best that I could.

First I painted Peter brown. I gave him pink ears and black whiskers. I made him real big. I put my window in with green paint around and yellow and orange curtains. I did Mr. McGregor before I did the orange curtains. I made his hat yellow, eyes blue, lips and nostrils red, eyebrows black, and mustache black, and shirt blue. I painted the flowerpots next—one black, one brown, one green. The flowers I made all different colors. In the last flowerpot, I made a lot of flowers. Mud, painted black and purple, I had falling out of the flowerpots.

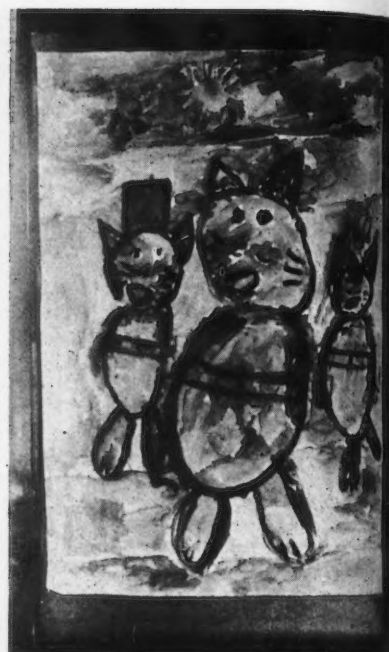
I made my big and little pictures alike, only my big picture is better.

#### Peter Rabbit's Sisters

Georgian Schieg

After listening to Miss Altmann tell the story of Peter Rabbit, I made a small picture. Miss Altmann and the children liked my picture, so I made one of the big ones.

\*Kindergarten Director, Oshkosh, Wis.



Audrey and Georgian Painting Mr. McGregor and Peter Rabbit.

I put on a smock, got out the water colors, a jar filled with water, a rag, and a brush. On the table Miss Altmann had stapled together two big sheets of water color paper. [This can be done if you do not have a 24 by 36 sheet of water color paper.] On this I made my picture.

I painted Flopsy first, then Mopsy, and last Cottontail. I outlined them in black and brown in the inside with red caps and Mopsy had a green cape and red hat. All of them had pink ears. I made the black whiskers and eyes before I painted the rabbits brown. The sun I painted yellow. When I painted the sky, I was careful not to paint over the yellow as it would turn green. You get green when you mix blue and yellow. I painted the dark blue sky way down to the green grass. Every time

I used another color, I washed my brush in water unless I was mixing colors.

We had to wait for the pictures to dry before they could be hung up.

Someday our mothers are coming to see the big pictures. We know they will like them. Mother (Audrey) always likes my work.

#### IV. Outcomes

Same as in September, except the handling of water color as the art medium and the story of Peter Rabbit was discussed in relation to making the pictures.

#### V. Integrations

Same as in September, except that the story of Peter Rabbit was told to the children.

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# The Fabric of the School

## Planning a Parochial High School

Thomas J. Higgins \*

### Physical Education Facilities

The gymnasium is the central work area of the physical education plant. It should be a large, light, ventilated room suitable to the physical education program and the activities of the school. It should be kept foremost in mind while planning this room that its prime purpose is for physical education, and extraneous uses should not be permitted to influence the plan to the detriment of this purpose.

The floor area should be adequate for a full size basketball court with safety areas at each side and rear. Ceiling heights will vary with the size of the room, but in general 20 to 22 feet to the underside of the trusses is the most practicable.

The room must be free of all obstructions and projections such as pilasters, window sills, ventilation ducts, pipes and radiators, to a height of seven feet above the floor. Storage space for apparatus and equipment, adjacent to the gymnasium is almost as important as the playing floor area.

The gymnasium should be located on the ground floor level and be an integral part of the school plan, accessible to the pupils and public, but located so as not to cause noise disturbances to classrooms.

Gymnasium floors should be of hardwood laid on a subfloor, supported on sleepers to give resiliency. Gymnasium floors laid directly over fill should be avoided. The walls of the gym to a height of seven feet should be glazed tile or other nonabrasive material with all corners rounded. Above the glazed walls, cinder block or other masonry construction may be used. Acoustical treatment of the gym is recommended.

Gymnasiums are best ventilated if windows are placed on both side walls. Windows on end walls behind the basketball backstops should be avoided.

The provision of bleachers for spectators will be determined by the needs of the local community. Since bleacher seats are so seldom used to capacity, the cost of providing them must be given careful consideration. If permanent bleachers are decided upon, the area below the bleacher seats should be planned to be utilized for locker and shower rooms, apparatus rooms, offices and storage space. Folding bleachers that do not permanently obstruct playing space should be considered if the number of spectators is not expected to be too large.

Perhaps the greatest deficiency in planning

the physical education plant has been lack of adequate locker and shower facilities. A modern high school plant should provide a locker or other facility in connection with the gym for the gym clothing of each pupil in school. The area required is relatively large and should be considered early in the planning. Lockers and showers should not be relegated to basement areas. Many methods of handling gymnasium clothing have been tried. Perhaps individual lockers are the most desirable and the most costly method. The office of public instruction of the state of Illinois, Springfield, has published *A Plant Planning Primer for Physical Education Units* that describes the various methods.

It is generally agreed that the combined gymnasium-auditorium is undesirable and, when such a combination is required, neither facility can be properly designed, nor be of maximum usefulness. Because of size of schools and financial limitations, however, many of these combined rooms will be constructed. The following precautions will tend to lessen some of the disadvantages.

Locate the stage on a side wall rather than a rear wall, with the bleachers on the opposite side wall. The stage then can be used for temporary bleachers for basketball games. Storage space should be provided for stage equipment. Storage space will be necessary for the storage of chairs when the room is being used for physical education or games. Special consideration should be given to heating, ventilating, lighting, and sound control for a combined gymnasium-auditorium.

Swimming pools are an advantage in any physical education program and are recommended where the membership of the school is large enough to justify the cost, and funds are available for their proper construction and maintenance. The pool should be located so as to utilize the same locker and shower rooms that are provided for the gym.

The standards of the National Collegiate Athletic Association should be adhered to in determining the size of the pool. Spectator space is optional. Sufficient area should be allowed at each end of the pool and on the sides to permit instruction and dry land swimming.

The natatorium walls should be constructed of glazed tile or similar material to a height of seven feet. Plaster walls on metal lath should be avoided. Enamel brick is the most desirable and permanent finish for the floor and sides of the pool. The ceiling of the natatorium should be sound absorbing. The material selected should be made from min-

erals to prevent disintegration from moisture. If a block type material is used, it should be supported on nonrusting bars and T's. A ventilated space should be provided between the ceiling of the natatorium and the roof. No pool should be constructed in a school building without facilities for purification of water by filtration and sterilization. The artificial lighting of the pool should be protected by vapor-proof fixtures.

### Auditoriums

An auditorium or assembly hall is essential in the modern high school building as a teaching aid. Based on pupil activity and socialization, the auditorium is as important as any other classroom. The size of the auditorium will be governed by the size of the school and its anticipated parish and community use. The little theater, with a seating capacity of two to four hundred, with an adequate stage may be found more functional for school use than a large auditorium. Large spectator activities may be provided in the gymnasium.

Keeping in mind the integral use of the auditorium with other class activities, the location should be accessible to the pupils. It should be located on the first floor, even in fireproof buildings, and have adequate exits to the outside. The floor of the auditorium should have a slight pitch to the stage to provide better sight lines for audience. Seats should be of the fixed theater type chairs; aisles and exits should conform to the Building Exit Code of the National Fire Prevention Association.

The stage in many auditoriums is found inadequate. The depth particularly too often has been skimped. At least 24 feet or more from the inside of the proscenium wall is desirable. The proscenium opening should conform to the scale of the room. Thirty feet should be about the minimum. Wing space at each side of the proscenium opening should equal about half the width of the opening. Dressing rooms should be provided for both sexes. Usually two large rooms are more desirable than several small rooms. These rooms should be provided with washing and toilet facilities. Toilet facilities for the public should be located to make access to the rest of the building unnecessary.

Outside light is not essential for an auditorium. If natural lighting is provided, means of darkening the room should be included. Artificial lighting should be designed to give a soft light. All lighting, except exit lights and emergency lighting, should be controlled from the stage panel. The stage lighting should include border lights and footlights of the disappearing type.

It is no longer necessary to provide a booth for motion picture projection. School films and most other films can be obtained in 16mm. These are nonflammable and can be used from a projector placed anywhere in the room. Conduits and wiring for projection machines

\*Consultant, School Buildings and Surveys, 228 North La Salle St., Chicago 1, Ill.

and sound equipment should be located in the auditorium and on the stage.

The acoustics of the auditorium are vitally important. Every precaution should be taken to secure the most capable engineers for designing the interior of the room to assure comfortable hearing throughout the seating space.

It may be well to consider the heating and ventilating of the auditorium independently of the rest of the school.

It is important that the mechanical equipment be noiseless and not disturb the audience.

### Lunchrooms and Cafeteria

The high school lunchroom is becoming an integral part of the educational program and is included in most modern school plans. It is desirable to locate the lunchroom on the first floor accessible to the pupils and to service driveways. The seating capacity of the lunchroom will be determined by the size of the school and the number of pupils expected to be served. It is economically unsound to provide a room large enough to feed all the pupils at one sitting. There is no objection to dividing the dining periods into two or even three thirty-minute luncheon groups.

Considerable space is required in addition to the dining room. Areas must be planned for

receiving, storing, preparing, and serving the food and washing dishes. The cafeteria type of school lunchroom is more desirable for all but the very small schools. Kitchens and dining rooms should be well ventilated. It is not desirable to use basement areas for lunchrooms, unless there is sufficient window area to ventilate the room. All windows and doors in the lunchroom should be screened.

The electric lighting of the lunchroom should be adequate to provide sufficient light for other activities for which the room may be used.

Asphalt or linoleum tile makes a very satisfactory floor. Grease resistant asphalt tile should be installed in the kitchen. The walls of the lunchroom and especially the kitchen should be of impervious material. Acoustical sound deadening ceilings should be provided in the dining room.

If the dining room area is planned so that the preparation and serving area can be separated by doors or partitions, the dining room can be used for a number of other activities, such as study room, audio-visual room, music room, and social activities. If such a plan is adopted, storage space should be provided for the special equipment necessary to these activities.

equal, it is economy to select a low electric consumption unit. The nearness of repair parts should be taken into consideration.

Since coal has risen so much in price, its consumption must be watched and measured. Oil burners and gas heat in many instances are cheaper if one takes into consideration the fact that it practically frees the fireman for other duties. Oil burners and gas operated boilers are more efficient in operation than coal stokers. This is predicated upon the basis that the boiler is of the proper type and make for this type of fuel consumption.

All boilers should have an automatic low-water cutoff as well as temperature controls, time controls, safety valve, fusible plugs, and should be inspected each year. This results in economy and safety. In most instances, low pressure boilers with vacuum pump are used in school plants.

If zone controls are to be used, they should be centralized in the principal's office and controlled by him or an assigned teacher somewhat familiar with the peculiarities of heat. The Catholic school firemen and janitors are usually not of the trained personnel type that can operate such devices efficiently in an intelligent way.

A common practice to be recommended would be to have the heating plant automatically controlled so that about all a fireman need do is to fill the hoppers, keep the premises neat, and remove the ashes if there be any. This practically releases a man for other purposes. If ashes are to be removed from the boiler room, present-day consideration for labor would dictate that this process be as mechanical as possible. If the fireman has to spend considerable time and labor in removing ashes manually from the boiler room and shoveling coal into the hoppers, time payment in terms of hours would advise a better solution. Steam handlers are frequently rated in terms of horsepower. A boiler horsepower is the equivalent evaporation of 34.5 lb. of water per hour from and at 212 deg. Fahrenheit. This is equal to a heat output of 970.3 X 34.5 equaling 33,475 B.T.U. per hour. To derive square feet of radiation, divide the B.T.U.'s by 24 as a conversion unit.

### The Hot-Water System

There is a variety of opinions among engineers regarding the methods of supplying hot water. Some favor a large storage tank and relatively small heating unit. Others specify a comparatively small storage tank with large heating unit. In many efficiently operated hot-water systems a domestic heating unit and an indirect hot-water coil heater taking heat from the main heating plant is employed along with booster heating units at strategic points as the cafeteria, kitchen, etc. Regardless of what system is employed, it is good practice to recall that water above 115 to 130 degrees is not needed and becomes a nuisance except for the cafeteria kitchen and a few other strategic points.

In estimating the hot water that can be drawn from a storage tank, it should be borne in mind that only about 75 per cent of the

## Heat and Hot Water for Schools

*Brother Eugene Streckfus, S.M. \**

### The Boiler Room

The boiler room usually is located, if possible or feasible, on or near the coldest corner of the building. It should be protected with self-closing, fire-resistive doors. All heating plants and fuel rooms should be enclosed with not less than four-hour, fire resistive walls with at least two independent widely separated exits. The architect should be instructed by school officials to conform to the latest local, state, or national heating codes for details and safety measures. The correct capacity of the heating unit or boiler or boilers is not determined by the amount of allowable space but by actual theoretical calculation of heat losses to be expected. It is a good practice to determine the theoretical heat losses and add 10 per cent for a safety margin. Then select two boilers each of which is capable of producing two thirds of the total heat loss load. Another method used from time to time is to calculate the amount of heat required, add 10 per cent for a safety margin, and then figure the boilers on a 120 per cent basis. The advice and figures of a reliable heating engineer will assist the architect to solve his heating problems correctly.

If unit ventilation is to be used in the classrooms and places of assembly, it is advisable to install a zone control system for proper dis-

tribution of heat. A zone control system does not result in enough saving or efficiency where direct radiation and window ventilation is to be used except to control several buildings, when all are not to be used at the same time, or for the same purpose. Where unit ventilation is used the normal heat transfer losses are taken care of with direct radiation in the rooms where the population is small compared to the size of the room occupied or where the room is used sporadically. This split system is often used where there is danger of electric current failure but is an actual nuisance when the weather is mild as it is difficult to regulate properly. The principal's office and other rooms where there is apt to be a small population can be taken care of either by such a split system of heating or even direct radiation.

Salesmanship should not determine the type of boiler or the brand of stoker to be used. The nearness to replaceable parts and proper maintenance should be considered along with economical but efficient operation with respect to fuel consumption and electric current. Stoker fed boilers, when properly installed and regulated, are more efficient in fuel consumption than equivalent hand-fired boilers. In larger boiler installations an underfed stoker is not as efficient as an overfed stoker installation when all factors are taken into consideration. Overfed stokers consume about 65 per cent less electric current. Everything else being

\*North Side Catholic High School, St. Louis 13, Mo.



volume of the tank is available. There are two common ways of estimating the hot-water requirements of a building: first, by the number of people, and second, by the number of fixtures. The latter method is preferable for schools. To obtain a maximum demand, multiply the total quantity for the fixtures by the demand factor for each fixture. School fixtures to be given serious consideration are: lavatory sinks, dishwashers, kitchen sinks, showers, slop sinks. The only fixtures needing hot water above 180 degrees are the dishwasher and kitchen sinks. It would be real economy to keep the hot-water tank to a temperature determined by lavatory facilities and to use a gas storage booster for the kitchen supply. The booster size would be determined by the capacity demand which for most school cafeterias would be about 75 gallons.

In estimating the size of the hot-water storage tank required, the heating capacity to be provided either from the boiler indirectly or by an independent domestic hot-water heater, it is necessary to know the total quantity of water to be heated per day and the maximum amount which will be used in any one hour, as well as the duration of the peak load. If the use of hot water is uniform during the day, the heating capacity has to be comparatively greater than with intermittent usage where there may be several hours between peak demands during which the water in the storage tank can be brought up to temperature. In general, it seems to be desirable to have a large storage capacity in order that the heating capacity and consequently the size of the domestic heater, or the load on the heating boiler may be as small as possible. In estimating hot water that can be drawn from a given tank don't count on more than 75 per cent. A heating or plumbing engineer can supply the correct data for hot-water installation.

It is necessary to flush out frequently the hot-water boiler for efficient operation. Indirect water heaters with heat from the main boilers is economical in winter and it may be used in connection with the domestic hot-water heater if properly installed.

Below is listed a partial table that could be used to check the hot-water storage needed. The heater or coil capacity must be known and the storage tank figured on the 75 per cent basis.

Possibly the best reference for heating and ventilating is the *Heating, Ventilating, Air-conditioning Guide* for the current year.

#### Hot-Water Demand Per Fixture for Various Types of Buildings

(Gallons of water per hour per fixture, calculated at a final temperature of 140° F.)

	Club	Gymnasium	Private Residence	Schools
1. Basins, private lavatory .....	2	2	2	2
2. Basins, public lavatory .....	6	8		15
3. Bathtubs .....	20	30	20	
4. Dishwashers .....	50-150		15	20-100
5. Kitchen sink .....	20		10	10
6. Laundry, stationary tubs .....	28		20	
7. Showers .....	150	225	75	225
8. Slop sink .....	20	20	15	20
9. Probable maximum demand <sup>1</sup> .....	.30	.40	.30	.40
10. Storage capacity demand <sup>2</sup> .....	.90	1.00	.70	1.00

<sup>1</sup>This factor decreases the maximum demand according to an estimate demand based on experience of large heating firms.

<sup>2</sup>Ratio of storage tank capacity to probable maximum demand per hour. This factor increases or decreases the demand according to percentage listed.

## New Books of Value to Teachers

### Freedom of the Movies

By Ruth A. Inglis. Cloth, 241 pp., \$3. The University of Chicago Press, Chicago 37, Ill.

If I were Miss Inglis, I should start by throwing a pot of ink at the head of my publishers. The inside jacket carries this brilliant piece of foreword: "When Cary Grant kisses Ingrid Bergman for the camera, he must adhere to a rigid formula. A fleeing bandit shoots only at the tires of the police car in an exciting scene from a gangster movie. On the screen history must conform, not to truth, but to the edicts of the Hays-Johnston Office. Countless other idiosyncrasies of the screen could be cited—all having one source, the Motion Picture Production Code."

So what turns out to be a serious, in the main objective, report by a scholarly lady, part of a series of reports from "The Commission on Freedom of the Press," gets just the sort of cheap, stupid, and dishonest advertising that we tried to keep off the screen billboards of the nation. For the book has none of the implications of the foreword, and the publishers, evidently hell-bent on drumming up a public for their book, led the readers to expect a pretty bad messing up of the efforts of Hollywood to keep obscenity and the murder of cops from the alert and concentrated attention of American audiences. As one who dislikes dishonest advertising on the screen, in the press, or on the jackets of books, I beg the author to have some stern words with the publishers who betrayed an honest book.

Miss Inglis started off her book with the challenging conviction that the screen, like the press, should be free. As her research developed, she learned a lot of things that made the problem no simple matter to be solved with a slogan: "Free Speech and Free Movies!" She herself begins to have her doubts that the screen—at least the screen as we have it today—is a means of communication or a form of education. The motion picture magnates have no illusions. To them it is entertainment. And even the newsreels quite frankly aim at the sort of pictures that tell a story amusingly or grippingly or unusually. They run their pictures of ship launchings and the arrivals of the foreign great between generous slices of the game of the week and Florida fashions. Even "The March of Time" is not above putting entertainment value high on its list of requirements.

As Miss Inglis' research progressed, she learned that the motion picture is a pretty widespread commodity—like water out of taps or soap on the grocery counters. It is not like an edition of *The New Republic* or a late masterpiece by Dali. It is something exposed to close to a hundred millions in America each week, not to mention the fact that it carries the American name and fame (or shame) across the world. It's a kind of recreational and entertainment public service. And, as recreation and entertainment is a rather important factor in civilized life, the commodity peddled from Hollywood couldn't just be turned loose on the world. No more than peddlers of arsenic or sex cartoons could be unsupervised in their activ-

ities near a playground. Or packers could be allowed to send out any sort of meat. Or purveyors of canned tomatoes could be allowed to sell anything they wanted in cans—until caught and convicted of slipping a little Sherwin Williams into their sauce.

Somebody, she found, had to keep an eye on the industry.

But who?

Censorship is, in the liberal nostrils, such a smell! They often don't like the Ten Commandments (I am not referring to Miss Inglis) much less a Production Code.

Slowly, Miss Inglis finds herself faced with a few alternatives:

Somebody has to keep an eye on the output of Hollywood. Who?

The courts and the police? Shall we let the studios produce what they want and punish them when they violate the clear law that regards obscenity and crime? No, she admits; that doesn't work. Anyone who has ever watched an effort to close even a filthy burlesque house or a smutty carnival knows that.

National or state censorship? That was tried. It didn't work either. The pictures got worse and worse. And the whole process cost the producers prestige—and cash and more cash. Cutting up pictures was a costly business. Every snip of the censor's scissor cut another vein connected with the heart of Hollywood—the box office.

Self-censorship? Or, rather, self-regulation? Well... Miss Inglis hesitates. Then she examines. She presents the Production Code. She finds its provisions nontheological (which is to the good) but metaphysical (which means based on broad human reason and experience). Like all those who honestly read the Code, she finds it very difficult to pick out any of its provisions that should be repealed. I have often challenged objectors to the Code to suggest which sections we delete. Those against nudity, obscenity, murder shown in detail vulgarity, the defense of vice, the eulogy of criminals?

She examines the films and finds out that if they are pretty sawdusty, if their intellectual content is thin and watery, the Code has nothing to do with that. The intellectual stature of the films would not be notably improved if all the heroines lived in adultery and cops were shown shot through the head—instead of through the tires of their cars. (Despite the inspired publishers, I don't recall that bit about the tires as part of the Code. I wonder if the publishers read the Code or the book.) I imagine there are people who think that the intellectual content of the world would be elevated if there were a repeal of the Ten Commandments. Most people don't. And while the Code eliminates a few of the major crimes and shames and vulgarities, it still leaves the producers a wide range of history, biography, science, human relations, and the arts to play around in. Miss Inglis recognizes this, for she is an honest scholar.

So in the end, she comes to the conclusion that Mr. Joseph I. Breen, administrator of the Code, has done a not bad job. (If she wants further proof of that, I invite her to look at the run of films before and after his advent and the advent of the Code in Hollywood.) She worries over the fact that the administration of the Code is within the industry. That she thinks is undemocratic. Perhaps. But her substitute suggestion of a wide committee made up of all sorts and conditions of people strikes me as something to give the companies a major headache—with no particular results. I puzzled over how her vast and amorphous committee was going to work. I wondered if, with it in operation, Hollywood would ever produce a picture of any sort.

The motion pictures are a pretty tough proposition to understand. Anybody can set up a hand press and get out a newspaper. Anyone can starve in a garret until he produces a picture. Anyone

can sit down and, with the careful parking of his brains at the door, write a popular song. But the movies are hard to make, highly technical, requiring a vast investment of money, meeting with success immediately or getting the audience freeze, running their swift course from container to ash can, drawing to their making gentlemen and scholars and fools and scoundrels, men of high motive and men of the lowest possible, women of noble character and the rejects of society.

It is to Hollywood's credit that, for whatever reason, they tried to regulate their morals—and keep from their mass production mass corruption.

In the end, Miss Inglis sees this—despite the smart cracks on the jacket, Martin Quigley and Colonel Jason Joy and Joseph I. Breen and his pretty stalwart associates knew the responsibilities the movies bore to the nation, and did their best to see that these responsibilities were lived up to. Mr. Hays made sincere efforts to woo the producers to something beyond romance by adultery and heroism by blackjack and automatic.

I could wish that we were not constantly confusing freedom to speak the truth with freedom to spill the dirt. Miss Inglis does not. I doubt, from the jacket, if her publishers were too pleased with her growth in understanding of a terrific problem. And the pinkish liberals will be hopping because she did not demand that the whole Code be scrapped—along with the Ten Commandments, probably.

The book is worth reading.

Through it, you'll find the eternal struggle of people who like the truth true and their beauty beautiful to protect a nation from the counterforces that have their doubt if there be truth and if beauty need be beautiful.

If the Code is ever kicked out of Hollywood, Miss Inglis can write another book, and it will be a pretty sad one. I hope she never has that chance. —Daniel A. Lord, S.J.

#### The Social Message of the Early Church Fathers

By Igino Giordani. Translated from the Italian by Alba I. Zizzamia, D.Litt. Cloth, 356 pp., \$4. St. Anthony Guild Press, Paterson, N. J.

This book traces the social thought of the early Fathers, its growth and influence on the Christians and on the entire Roman state. The book brings into strong relief the soundness of the early thinking of the Church on an endless number of problems which still vex the individual, the family, and the state. It renders absurd the social critics of the Church, and of religion who have misinterpreted history and who would make all worth-while social thought an invention of the recent past.

#### "Thinking It Over"

By Thomas F. Woodlock. Cloth, 316 pp. \$3. The Declan X. McMullen Co., New York 7, N. Y.

This book, which consists of a selection of the author's daily column in the *Wall Street Journal*, will be welcomed by numerous students of current problems, and particularly by businessmen who admired the author's courage and wisdom, and who used his keen analyses of social, political, and economic problems and trends in shaping their own thinking.

The editor, in selecting the articles, has done a good job in presenting so far as possible a well-balanced view of the author's thinking in the field of modern sociology, its isms and ideals; democracy and its practical application to the United States; law, its theory and change; education and modern educational theorists; economics and its errors in recent decades; war and business.

Woodlock's column was unquestionably strong medicine for the vast majority of his readers. But this medicine was always offered in fairly palatable doses, with tact and with respect for the views of other people. It was thoroughly Catholic in its basic tenets; he made liberal use of scholastic philosophy and revealed a wide knowledge of modern thought in politics, economics, and sociology. The arguments were based entirely on sound theory and logic, and this re-

#### CHESTERTON ON CONFESSION

"When people ask me, or indeed anybody else, 'Why did you join the Church of Rome?' the first essential answer, if it is partly an elliptical answer, is 'To get rid of my sins.' For there is no other religious system that does really profess to get rid of people's sins. It is confirmed by the logic, which to many seems startling, by which the Church deduces that sin confessed and adequately repented is actually abolished; and that the sinner does really begin again as if he had never sinned.

"Well, when a Catholic comes from Confession, he does truly, by definition, step out again into that dawn of his own beginning and look with new eyes across the world to a Crystal Palace that is really of crystal. He believes that in that dim corner, and in that brief ritual, God has really remade him in His own image."

viewer cannot remember a single weak appeal to authority or reliance on religious doctrine to bolster a proposition or reinforce a conclusion. His religious convictions were so much a part of his philosophy of life and of his economic and social thinking that he could apply these convictions forcefully and in the language of businessmen and economists.

The great difficulty with "column" writing is the fact that the columnist never has an opportunity to write connectedly or to develop all the essential phases of the problems on which he touches. Of necessity, Woodlock wrote in comment on the immediate conditions of the day; but what his discussions lacked in rounded form they made up in fire, realism, and pointed phrase. The book deserves a wide reading.

#### Liebe auf den dritten Blick

By Robert A. Baker. Paper, 76 pp. 56 cents. D. C. Heath & Co., Boston, Mass.

An American college situation as subject matter and extremely simple vocabulary have been combined to make this book useful to first-year college German classes. It can hardly be said that the work contributes much to the development, appreciation for, or skill in, the use of idiomatic German.

#### The National Catholic Almanac, 1947

Compiled by Franciscan Clerics of Holy Name College, Washington, D. C. Paper, 816 pp. \$1.50. St. Anthony's Guild Press, Paterson, N. J.

The *National Catholic Almanac* has become a standard yearbook for Catholic lay people and in recent years has taken on the aspect of a one-volume encyclopedia and religious reference book. There is hardly a question that can be asked concerning the organization of the Church, the religious societies, etc., that is not fully answered in this book. In future editions, the editors may well ask themselves whether some of the unrelated information might not be omitted, in the direction of simplifying the book and bringing its significant features into greater relief. No school or library can afford to be without the work.

#### Physik

By Hermann von Baravalle. Edited by Siegfried H. Muller. Paper, 50 pp., 48 cents. D. C. Heath & Co., Boston, Mass.

For students of scientific German, this book provides readings in heat, magnetism, and electricity. A clever arrangement makes the significant words of the vocabulary immediately "visible."

#### The Priest and a World Vision

By James Keller. Cloth, 117 pp., \$1. The Christophers, New York 16, N. Y.

This book urges the necessity of the mission spirit in the life of all Catholics. It argues that

priests, especially American priests, can and should make the world their parish and bring all people here and abroad into the one fold.

#### Reading Ladders for Human Relations

Prepared by Hilda Taba. Paper, 67 pp., \$1. American Council on Education, Washington 6, D. C.

The present reading lists and the suggestions for their teaching represent part of an experiment in the use of books for developing understanding and attitudes in human relations, for helping children appreciate people and their ways of living, and for helping young people develop critical thinking about the realities of life. The problems of human relations are centered around nine major topics, such as family life, city and country, economic and occupational differences, growing up, "belonging" to groups, and experiences in acceptance and rejection. The use of fiction and drama of this kind raises at least one difficult question: Beyond developing understanding and tolerance, to what extent will this type of study lead to confusion on basic principles of social and economic life, religion, and other aspects of a desirable way of life? Are American teachers generally ready for the job?

#### Westward Course

By Hildegard Hawthorne. Cloth, 280 pp., \$2.50. Longmans, Green & Co., New York, N. Y.

This is the story of Harry Clark and the Lewis and Clark expedition.

#### Marta the Doll

By Eloise Lowmsbery. Illus. by Marya Werten. 128 pp., \$2. Longmans, Green and Co., N. Y.

Little girls who treasure their dolls will eagerly add this story to their collection of childhood books. Because here they will meet Hanka, the second youngest in a Polish farm family who longs and wishes for a doll to be her very own. On the day before her namesday, the Feast of St. Anne, her older sister presents her with a beautiful new doll. Hanka takes her everywhere—to parties and dances until Marta almost seems real to her.

A few days before Christmas she loses Marta in the snow and her enormous grief and loneliness prompts her to pray to the Queen of Heaven to ask her to guard Marta and bring her back home again. Christmas Eve is a gala night and things happen fast. And at the sound of scratching at the door there stood Burek, the dog, and in his mouth he carried the doll. It was Marta!

The Polish legends and customs will delight young readers and the black and red illustrations will certainly add to their interest in this story.

#### THE FOUNT OF EXPERIENCE

Sister M. Vianney, S.S.J.

The zealous nun was encouraging her eighth-grade pupils to give Catholic Christmas gifts. After she had mentioned books and magazine subscriptions, she turned her attention to samples of religious articles which would be on sale after school.

"One of these should be in every Catholic home," she said as she held up a small holy water font. "This is an especially good buy because it is plastic and cannot be broken."

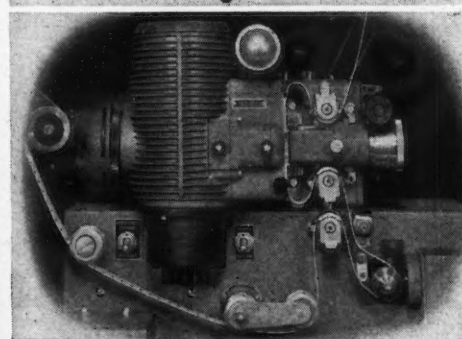
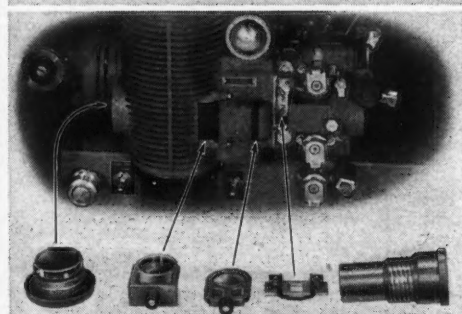
At this a girl in the back of the room anxiously raised her hand. Such an immediate reaction startled Sister. "What is it, Bernadette?" she inquired anxiously.

Promptly rising Bernadette declared, in a loud clear voice filled with conviction, "Those holy water fonts aren't any good at all because I bought one last year and the water always evaporates from it."



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# Audio-Visual Aids: A Cooperative Service

## Evaluations of Audio-Visual Aids

George E. Vander Beke, Ph.D., Compiler \*

THE following evaluations are the judgments of teachers forming a National Committee sponsored by THE CATHOLIC SCHOOL JOURNAL. It is hoped that this service will provide the Catholic schools with a list of suitable materials in the field of audio-visual educational aids. These appraisals are the findings of the teachers reporting them and it is assumed that the ratings given are influenced by subjective factors found in any rating system. The use of the *P* (poor) rating will be subject to review by the compiler of these evaluations.

### G. Airplane Trip

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

**Contents.** Depicts the experience of a mother and daughter who fly from Los Angeles to Salt Lake City. En route, the airport servicing operations are shown. Navigation of the plane and the plane's instruments are discussed in simple terms.

**Appraisal.** A fine portrayal of a prewar airplane trip. Very interesting to children.

**Utilization.** For grades four to nine. Will provide good background for discussion.

### G. Fundamentals of Acoustics

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

**Contents.** Animated diagrams illustrate the principles of velocity, refraction, range of hearing, lowering intensity, attenuation in air, eliminating high and low frequencies, reverberation, focusing, and the physiology of hearing. Sound effects clarify the action.

**Appraisal.** A good film scientifically prepared. The presentation brings together many facts which could not be shown in the high school laboratory.

**Utilization.** For classes in physics and physiology. An excellent supplement to the text. This film is almost a necessity for classes studying sound.

### G. Black Twin Bears

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

**Contents.** Portrays the experience of a family of campers, observing a pair of small, hungry, and mischievous twin bears. The bears play with a blanket and ball; raid a wild-bee hive; nurse their stings in a mud puddle; then go for a swim in an adjoining lake.

**Appraisal.** This is an interesting and pretty picture of bears in the woodland. It would interest little children very much. It will help teach animal life.

**Utilization.** For primary grades to sixth. Very good for reading readiness development.

### G. Spearheads in the Sky

16mm. sound, 12 minutes. DeVry Corporation, 1111 Armitage Ave., Chicago 14, Ill. Rental \$3. Colored.

\*Head of the Department of Education at Marquette University; audio-visual aids adviser to THE CATHOLIC SCHOOL JOURNAL.

**Contents.** Study of Canada Goose in Michigan Bird Refuge.

**Appraisal.** Beautiful photography.

**Utilization.** For science classes in upper grades and junior high school. Also for background experience in the lower grades. This film can be shown to adult groups.

### X. Eggs

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$50. Rental \$1.50. Black and white.

**Contents.** A description of a large egg farm. The interior of the laying house. The feeding of the chickens, the ingredients in the mash. The gathering of the eggs. The processing and packing of the eggs.

**Appraisal.** An excellent film describing material little known. Clear sound and excellent photography.

**Utilization.** This movie will be viewed with profit by all grades in all subjects. The topic covered will prove interesting to everybody.

### X. Public Opinion

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$50 Rental \$1.50. Black and white.

**Contents.** The action of a group of people in Centerville in providing for a new water plant. The experience of the people in this town with

### THE RATING CODE

(X) An excellent device, closely related to teaching needs, one that will be continually useful.

(G) A good device, one that may be used, but generally supplementary in nature.

(P) A poor device, one that would have little or no value in teaching. Distorted facts are included.

The Committee will not approve any films dealing with faith, morals, or religion which have not been approved by the proper ecclesiastical authorities at the time of production.

bad water. The opinions of experts on how to remedy the situation. The molding of the opinions of the groups comprising the town. The various means by which public opinion is molded.

**Appraisal.** This is an excellent film covering a very important subject. It is well planned.

**Utilization.** Will greatly benefit junior and senior high school students. Parent-teacher groups should see this film. The ways of many propaganda agencies are not fully understood and should be studied.

### X. Democracy

#### Despotism

16mm. sound, 10 minutes each. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$50 each. Rental \$1.50 each. Black and white.

**Contents.** These films are primarily definitional in purpose. The four factors which have been selected for definition and illustration in *Democracy* fall into two groups: the definitional factors, *Shared Respect* and *Shared Power*; the conditional factors, *Economic Balance* and *En-*

*lightenment*. In *Despotism* these factors are: definitional, *Restricted Respect* and, *Concentrated Power*; the conditional factors, *Slanted Economic Distribution* and *Controlled Information*. The two films present a distillation of scientific social observation and analysis over a period of more than two thousand years.

**Appraisal.** An excellent background for the social foundations of the Catholic Church. The presentation is exposition rather than exhortation.

**Utilization.** Our teachers will find an opportunity in our high schools and colleges for comparison of the Christian concepts of the State and some of the existing political ideologies. The available teacher manuals will provide many leads for fruitful student activities.

### G. The Work of the Atmosphere

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

**Contents.** Shows the effect of the mechanical and chemical actions of the atmosphere on the earth's surface; areas affected by dust storms; and examples of spalling, exfoliation, sandblasting, dunes, loess banks, and volcanic dust.

**Appraisal.** Good photography with clear sound. The commentary is helpful.

**Utilization.** For general science classes in junior and senior high schools.

### X. Birds in Winter

16mm. sound, 10 minutes. Coronet Instructional Films, 919 N. Michigan Ave., Chicago 11, Ill. Sale \$75. Rental \$3. Colored.

**Contents.** Bird study particularly directed toward younger children. Shows feeding station. It pays to feed insect eaters. Chickadee, nuthatch, cardinal, robin, woodpecker.

**Appraisal.** A beautiful reel. The inclusion of children feeding the birds is excellent.

**Utilization.** For all grades. Gives the reasons why we should feed the birds in winter. Fine motivation for building birdhouses, feeding stations, and shelters.

### G. Kentucky Pioneers

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

**Contents.** Depicts the travel along the Wilderness Road, the role of the frontier forts, and the settlers' establishment of new homes. Weaving, soapmaking, cooking, candle molding, carpentry, cabin construction, schooling, and square dancing are described.

**Appraisal.** A good presentation of pioneer life. The portrayal is vivid and will be interesting to pupils.

**Utilization.** For intermediate and upper grades history classes. A resourceful teacher will be able to provoke much discussion about our present-day life and that of the pioneers.

### P. The Dairy Farm

16mm. sound, 14 minutes. Coronet Instructional Films, 919 N. Michigan Ave., Chicago 11, Ill. Sale \$110. Rental \$4. Colored.

**Contents.** The economic and social importance of the dairy farm in American life is portrayed by a visit to a typical Midwest farm. Care of the cattle, milking, and preparing the milk for market. Such operations as cultivation, haying, and silo filling. Children fishing, playing in the hay, enjoying a country vacation.

**Appraisal.** This film is rated *poor* because of the blurred sound. The commentary is very difficult to grasp. The contents and photography are fine.

**Utilization.** For intermediate and upper grades. Many youngsters would like to live on this farm.

(Continued on page 24A)



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### CHEMISTRY A COURSE FOR HIGH SCHOOLS *Hogg, Alley, Bickel*

Industrial applications are emphasized in this thoroughly up-to-date chemistry. A rich reservoir of practical material is provided and organized for use in any classroom. Vivid photographs and helpful diagrams. Workbook, Laboratory Manual, Exercises, Tests.

### PRACTICAL BIOLOGY *Sanders*

This new, scientific biology is a "natural order" rather than an integrated text. All essential relevant material is included in the book. Chapters are short and teachable. End-of-chapter questions, summaries, etc., are outstanding. Excellent illustrations—a beautiful book! Workbook and Teacher's Guide in preparation.

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## Audio-Visual Aids

(Continued from page 22A)

### P. Barabbas

16mm. sound, 20 minutes. Cathedral Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Rental \$5. Black and white.

*Contents.* The story of the notorious prisoner Barabbas as described in the New Testament.

*Appraisal.* Not suitable for Catholic schools. The sound track is poor. It shows Barabbas as becoming converted. The prison scene is gruesome.

### X. The Bobolink and Bluejay

16mm. sound, 10 minutes. Coronet Instructional Films, 919 N. Michigan Ave., Chicago, Ill. Sale \$75. Rental \$3. Colored.

*Contents.* A glimpse into the birds' family life when the father clumsily attempts to feed large grasshoppers to the youngsters, almost choking them. We follow the growth of the young from the second to the twelfth day, when the birds are ready to fly.

*Appraisal.* A most beautiful film. It is colorful, animated, true to nature. Very forcibly brings out the Providence of God.

*Utilization.* For all grades above the first. In our classes in religion an opportunity will be found to bring out God's work in nature.

### X. String Choir

16mm. sound, 11 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

*Contents.* Demonstrates the individual tone quality of the various woodwind instruments and illustrates playing techniques. Compositions include excerpts from famous symphonies by Brahms, Mendelssohn, Rossini, Von Weber, Beethoven, and Schumann.

*Appraisal.* An excellent production making a clear distinction between the violin, viola, cello, etc.

*Utilization.* For junior and senior high school pupils. Will develop music appreciation and understanding.

### X. Fuels and Heat

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

*Contents.* Animated diagrams show the manufacture and storage of carbohydrates by plants, the role of carbon in the burning of fuels; the formation of coal and petroleum; the process of combustion, and molecular action in relation to heat and temperature.

*Appraisal.* Excellent. Every pupil in a physics class should see this. A fine educational aid.

### G. Music in America

16mm. sound, 17 minutes. March of Time, "Forum Edition," 369 Lexington Ave., New York 17, N. Y. Annual rental for series.

*Contents.* Comprehensive picture of music in the United States. Development of jazz from Negro folk music. Classical selections.

*Appraisal.* A good cross section of musical types in America.

*Utilization.* For background of discussions in senior high school.

### X. Poultry on the Farm

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

*Contents.* Treats the appearance and habits of adults and young chickens, ducks, geese, and turkeys. A chick embryo; chicks hatching; young ducklings swimming and feeding; families of geese and turkeys are featured. Natural sounds of the poultry are reproduced.

*Appraisal.* This is an interesting means of gaining knowledge of poultry raising. Instructive and well photographed.

*Utilization.* For intermediate and upper grades. To be used as background for reading, social studies, science and nature study.

### G. What Bird Is That

16mm. sound, 9 minutes. Capital Film Prod., Lansing, Mich. Colored.

*Contents.* Study of birds, nests. Shows how to handle birds gently.

*Appraisal.* A fine film to aid enjoyment of bird lore in our environment.

*Utilization.* For intermediate grades. Will make field trips more interesting. Gives background to reading about birds.

### X. Sharp Eyes

16mm. sound, 12 minutes. DeVry Films and Laboratories, 1111 Armitage Ave., Chicago 14, Ill. Colored.

*Contents.* Two boys watch for birds near home. *Appraisal.* An interesting and instructive film. It teaches observation plus kindness to creatures around us. Children will like it.

*Utilization.* For all grades above second. Fine for early spring showing when nature is awakening.

### P. How to Teach With Films

16mm. sound, 20 minutes. Cathedral Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Rental \$6. Black and white.

*Contents.* The work of Protestant missionaries with visual aids in mission work.

*Appraisal.* Not for Catholics. We need suitable films of this type in our own work.

### X. Magnets

16mm. sound, 13 minutes. Young America Films, Eau Claire Book and Stationery Co., Eau Claire, Wis. Sale \$48. Rental \$2.50. Black and white.

*Contents.* Built around the exploration by two children into the nature and behavior of magnets as a preparation for a "magic show" to be given for their friends.

*Appraisal.* A simple, interesting presentation of magnetism. The portrayal of the father explaining magnets to his children will hold the attention of young children. Close-ups focus attention upon important features.

*Utilization.* For intermediate grades. Will encourage the performance of simple experiments. Will train for future laboratory observation.

### X. Flow of Electricity

16mm. sound, 10 minutes. Young America Films, Eau Claire Book and Stationery Co., Eau Claire, Wis. Sale \$38.50. Rental \$2. Black and white.

*Contents.* Two children have their father explain to them what electricity is and how it works. Demonstration and animation are used to explain the principle of a simple circuit and the "flow of electrons."

*Appraisal.* A well-planned film. The home situation is interesting. The use of drawings and cartoons is attention getting.

*Utilization.* For grades six to nine. Will give the students a good preliminary understanding of basic terms.

### X. Tommy's Day

16mm. sound, 15 minutes. Young America Films, Eau Claire Book and Stationery Co., Eau Claire, Wis. Sale \$57. Rental \$3. Black and white.

*Contents.* Designed to teach some simple health habits and to provide the child with an orientation to the understanding of a simple pattern of everyday life.

*Appraisal.* A fine film for young children. Will show them how to meet and acquire good health habits.

*Utilization.* For the primary grades. This movie can be used as a demonstration of things to be

(Concluded on page 26A)



*"THINK they last longer?  
Mister, I KNOW*

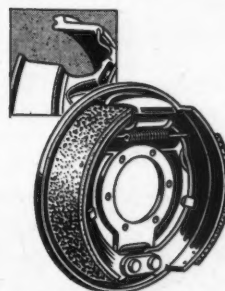
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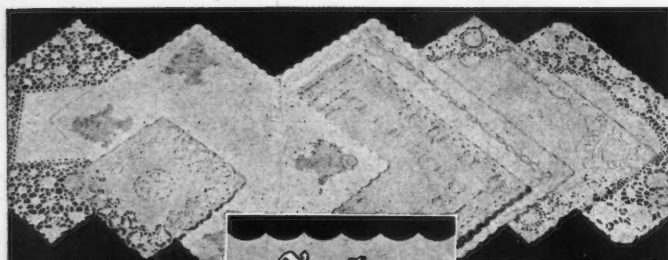
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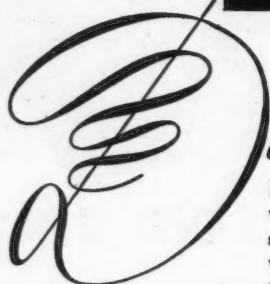
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JOHN SEXTON & CO. 1947

## Audio-Visual Aids

(Concluded from page 24A)

done in the home. Also as background for language and reading work.

### X. We, the Peoples

16mm. sound, 8 minutes. Young America Films, Eau Claire Book and Stationery Co., Eau Claire, Wis. Sale \$30. Rental \$2. Supplemental Slide-film, Sale \$5.

**Contents.** A provocative discussion film presenting the aims of the United Nations Charter and Organization. The film contains clear, readable charts of the structure of the United Nations Organization.

**Appraisal.** A well-prepared movie and film strip. The attention of the pupil upon fundamental principles set forth in the Charter.

**Utilization.** For high school social science groups. The combination of movie and film strip permits of extended treatment of the problems of peace. Will provoke much thinking and discussion.

### G. Millions Call Him Father

16mm. sound, 40 minutes. Guardian Films, St. Paul, Minn. Rental \$20. Colored.

**Contents.** The work of the early Franciscans among the Aztecs in Mexico. These missionaries had many hardships to overcome. The sufferings of the natives under the Spanish yoke and their treatment by the Spanish soldiers were tremendous obstacles to the work of the Padres.

**Appraisal.** The photography and the mechanics of this film are very poor. Many scenes are not properly exposed. The correlation of the commentator's voice with the action of the characters is not synchronized in many places. At one spot the music fades out entirely like a rundown

record. The technique of presenting silent actors with a narrator's running comment causes a strain on the viewer.

**Utilization.** This movie is suitable for grades 6 to 12. We need these devices prepared under Catholic auspices. For classes in religion, history, geography, and social sciences.

[An error in the February CATHOLIC SCHOOL JOURNAL stated the rental fee for this film as \$3.50.]

### P. Poland

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## Guided Reading List

The February, 1947, list compiled by the Cathedral Book Club, 730 North Wabash Ave., Chicago 11, Ill.

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(Unobjectionable for all)

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*My Eyes Have a Cold Nose*, Hector Chevigny  
*Most Worthy of All Praise*, Vincent McCorry, S.J.  
*A Testimonial To Grace*, Avery Dulles  
*Major Trends in American Church History*, Francis Curran, S.J.  
*The Love of God*, Dom. Aelred Graham

#### Worth Reading

*In the Hands of the Senecas*, Walter Edmonds  
*Sister of Maryknoll*, Sister Mary Cogan  
*Wayfarers' Friend*, Courtenay Savage  
*Austrian Requiem*, Kurt von Schuschnigg  
*Barabbas (A Novel of the Time of Christ)*, Emery Bekessy

*As We Were*, Bellamy Partridge  
*Green Grass of Wyoming*, Mary O'Hara  
*Your Manners Are Showing (For Teens)*, Betty Betz

*Preface to Religion*, Monsignor Fulton Sheen  
*Spotlight on Labor Unions*, William Smith, S.J.  
*I Chose Freedom*, V. Kravchenko  
*The Reader's Shakespeare*, Babette Deutsch  
*In Him Was Life*, John P. Delaney  
*Know Your King*, Robert F. Grewen, S.J.  
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*From the Top of the Stairs*, Gretchen Finletter  
*Personality Plus*, Sheila John Daly  
*The Great Globe Itself*, W. Bullitt  
*North Star Shining*, Hildegard Swift  
*Straight From the Shoulder*, Father Thomas Hosty

#### Modern Fiction and Nonfiction Recommended

*Behind the Iron Curtain*, George Moorad  
*Under the Red Sun*, Forbes J. Monaghan  
*The National Catholic Almanac*, Saint Anthony Guild  
*Grand Central*, David Marshall

(Concluded on page 29A)



## Guided Reading List

(Concluded from page 26A)

*Pearl Harbor*, George Morgenstern  
*Eskimo Parish*, Paul O'Connor, S.J.  
*A Century of the Catholic Essay*, Raphael Gross, C.P.S.  
*Night of Decision*, Dorothy Grant  
*Lake Pontchartrain*, Adolphe Roberts  
*White House Physician*, Ross McIntire  
*Animal Farm*, G. Orwell  
*Keeper of the Keys*, Thomas McDermott  
*Eisenhower's Own Story of the War*, D. Eisenhower  
*The Herdsman*, Dorothy Wilson  
*Murphy's Bend*, Grace Wills  
*My Vineyard*, Dorothy Scharlemann  
*Look at America*, Editors of Life  
*The Roosevelt I Knew*, Frances Perkins  
*Lake Champlain and Lake George*, Fred Van de Water  
*Animal Tales*, Ivan T. Sanderson  
*Royal Banners Fly*, Anna Kuhn  
*Late Lark Singing*, T. A. Daly  
*Less Than the Angels*, Roger Dooley  
*Captain Boycott*, Philip Rooney  
*Book of a Thousand Things*, George Simpson

## Unobjectionable

*Dawn Over Zero*, W. Lawrence  
*Driftwood Valley*, T. Standwell-Fletcher  
*Mistress Masham's Repose*, Thomas White  
*The Miracle of the Bells*, Russell Janney  
*No Land Is Free*, W. T. Person  
*When the Going Was Good*, Evelyn Waugh  
*America: 1355-1364*, Hjalmar Holand  
*Joy in the Morning*, P. J. Wodehouse

## CLASS B

(Unobjectionable for adults)

## For the Top of Your Reading List

*The Thresher*, Herbert Krause  
*Nationalism and Internationalism*, Don Luigi Sturzo  
*The Woman of the Pharisees*, Francois Mauriac  
*The Tale of the Twain*, Sam Constantino  
*Hiroshima*, John Hersey

## Worth Reading

*After Hitler Stalin?*, Robert Ingram  
*Color Blind*, Margie Halsey  
*New Orleans Woman*, Harnett Kane  
*That Captain from Stonington*, Theda Kenyon  
*The World of Idella May*, Richard Sullivan  
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*The Lowells and Their Seven Worlds*, F. Greenslet  
*Reveille for Radicals*, S. Alinsky

## Modern Fiction and Nonfiction

## Recommended

*Small Town*, Granville Hicks  
*Dear Fatherland, Rest Quietly*, Margaret Bourke-White  
*Moonrise*, Theodore Strauss  
*I Name Thee Mara*, Edmund Gilligan  
*Arsenal of Democracy*, Donald Nelson  
*Mr. Blandings Builds His Dream House*, Eric Hodgins  
*Balzac*, Stefan Zweig  
*Singing Waters*, Anne Bridges

## Unobjectionable

*The Walls of Jericho*, Paul Wellman  
*Dunkerley's*, Howard Spring  
*B. F.'s Daughter*, John Marquand  
*Yes and No Stories*, George and Helen Papashvily  
*Out on a Limb*, Louise Baker  
*Return to Jalna*, Mazo De La Roche  
*So This is Peace*, Bob Hope  
*Holdfast Gaines*, Odell and William Shepard  
*The Plotters*, Roy Carlson  
*Bright Day*, J. Priestly  
*The Dark Wood*, Christine Weston  
*Yellow Tapers of Paris*, Bruce Marshall

## Coming Soon ★ ★

WONDERS  
AND  
WORKERS

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Rev. John A. O'Brien

Robert C. Pooley

William S. Gray

Fred G. Walcott

New Cathedral Basic  
Reader for Grade Eight

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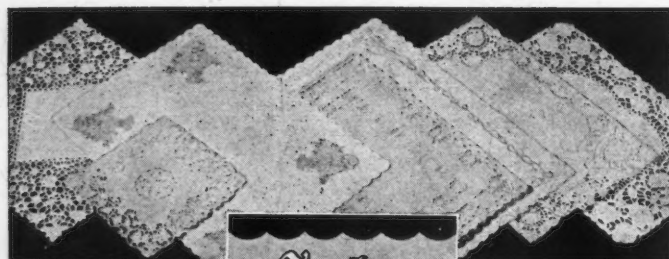
Catholic School Department, A. W. Lynch, Manager

*Lord Hornblower*, C. Forester  
*This Side of Innocence*, Taylor Caldwell  
*Britannia Mews*, Margery Sharp  
*Lydia Bailey*, Kenneth Roberts  
*The Angelic Avengers*, Pierre Andrezel  
*Ally Betrayed*, David Martin  
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*Blueprint for World Conquest*, a collection  
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*The Seven Cities of Gold*, Virginia Hersch  
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*Last Chapter*, Ernie Pyle

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## Audio-Visual Aids

(Concluded from page 24A)

done in the home. Also as background for language and reading work.

### X. We, the Peoples

16mm. sound, 8 minutes. Young America Films, Eau Claire Book and Stationery Co., Eau Claire, Wis. Sale \$30. Rental \$2. Supplemental Slide-film, Sale \$5.

**Contents.** A provocative discussion film presenting the aims of the United Nations Charter and Organization. The film contains clear, readable charts of the structure of the United Nations Organization.

**Appraisal.** A well-prepared movie and film strip. The attention of the pupil upon fundamental principles set forth in the Charter.

**Utilization.** For high school social science groups. The combination of movie and film strip permits of extended treatment of the problems of peace. Will provoke much thinking and discussion.

### G. Millions Call Him Father

16mm. sound, 40 minutes. Guardian Films, St. Paul, Minn. Rental \$20. Colored.

**Contents.** The work of the early Franciscans among the Aztecs in Mexico. These missionaries had many hardships to overcome. The sufferings of the natives under the Spanish yoke and their treatment by the Spanish soldiers were tremendous obstacles to the work of the Padres.

**Appraisal.** The photography and the mechanics of this film are very poor. Many scenes are not properly exposed. The correlation of the commentator's voice with the action of the characters is not synchronized in many places. At one spot the music fades out entirely like a rundown

record. The technique of presenting silent actors with a narrator's running comment causes a strain on the viewer.

**Utilization.** This movie is suitable for grades 6 to 12. We need these devices prepared under Catholic auspices. For classes in religion, history, geography, and social sciences.

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*Years of Wrath*, David Low  
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*Last Chapter*, Ernie Pyle



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Chicago 6    New York 3    San Francisco 5  
Dallas 1    Atlanta 3

## Catholic Education News

### LIBRARY CONFERENCE FEATURES VISUAL AIDS

"Librarians and Teachers Working Together" was the slogan at a Secondary School Library Institute sponsored by the department of librarianship of Marywood College, Scranton, Pa.

Special attention was given in discussions, demonstrations, and exhibits, to films, film strips, recordings, and other audio-visual aids, and these were correlated with two timely fields of interest, namely, the United Nations and racial tolerance.

Explaining the slogan, Dr. Helen L. Butler, associate professor of librarianship at Marywood, said: "We have come to exchange ideas on the materials the school uses in its business of teaching, in order to be quite sure that the school library is fulfilling its responsibilities as the materials center for faculty and pupils, and that teachers are fully informed of the help such a center has for them in their classroom work."

Dr. Butler discussed the importance of radio, motion pictures, and the phonograph and offered suggestions for their use. She described three audio-visual systems: first, a separate audio-visual department; second, a teacher to select, operate, and repair machines and materials; third, the combining of audio-visual materials with book materials, either in a separate department for the whole system or in the library of the local school. She considered the library arrangement the most successful. It permits a corps of students to operate the machines and committees of librarians and teachers to select the material.

One outstanding talk of the meeting was by Rev. William J. Gibbons, S.J., associate editor of

*America* and editor of the *Catholic Supplement* to the *Standard Catalog for High School Libraries*. He discussed the Mystical Body of Christ in regard to the United Nations. He advocated, among other things, for students a plentiful supply of books clarifying the Mystical Body, and acquainting us with people of other lands.

### PILGRIMAGE TO CANADIAN SHRINES FOR HIGH SCHOOL STUDENTS

The Confraternity of Pilgrims, a national organization with headquarters at 109 North Dearborn St., Chicago 2, Ill., has announced that one section of its twenty-fourth annual Pilgrimage to the Miraculous Shrines of the North is being planned for high school students.

P. W. O'Grady, executive director, says that the special high school pilgrimage will leave Chicago on the morning of June 19. The first stop will be at London, Ontario. On June 20, it will leave London for Toronto. A visit will be made to the Shrine of the Martyrs at Georgian Bay. There will be a steamer trip on Lake Ontario. A day will be spent at St. Joseph's Shrine built by Brother Andre and the Shrine of Kateri Tekakwitha will be an important stop. Montreal and Trois Rivières are listed, and a special visit to the Shrine of St. Anne at Quebec. The pilgrimage will get back to Chicago on the evening of July 4.

### CENTENNIAL OF SACRED HEART BROTHERS

In January, 1847, the Sacred Heart Brothers, from France, made their first foundation in America, at Mobile, Ala. The Order was founded in Lyons, France, in 1821, by Father André Coindre. The Brothers have issued a jubilee book entitled *A Century of Service for the Sacred Heart in the United States*.

### PERSONAL MENTION

• REV. WILLIAM J. DEVLIN, S.J., received the degree of doctor of medicine at the midyear commencement of Loyola University in Chicago. Many physicians have become Jesuits, but few Jesuits have received a degree in medicine after they joined the Society. Father Devlin has also the degree of master of arts in psychology from St. Louis University, and the degrees of master of science in social work and doctor of philosophy in clinical psychology from the Catholic University of America.

• MARGARET FRANCE O'CONNOR, a teacher at Milford, Conn., on February 22, was the first recipient of the Charles Carroll of Carrollton Medal, awarded by the Knights of Columbus for outstanding service to Church and community in the area.

• RT. REV. MSGR. FULTON J. SHEEN, of the Catholic University of America, will address a meeting in Denver during the summer in connection with a convention of the Catholic Biblical Society of America. REV. WILLIAM KENNELLY, C.M., of St. Thomas' Seminary, vice-president of the society, is arranging the convention.

DR. VINCENZO CIOFFARI is the new modern language editor of D. C. Heath & Co., succeeding DR. JOSÉ PADIN, who is now director in charge of publications.

### AD MULTOS ANNOS

• BROTHER EDWIN, F.S.C., recently concluded 22 years as director of St. Francis' Vocational School, Eddington, Pa. Although now retired, he is staying at the school in an advisory capacity. On February 4, the alumni association of the school sponsored a dinner in honor of Brother Edwin.

• BROTHER ALPHEUS JAMES, F.S.C., director of La Salle Bureau, New York City, celebrated, on February 2, his golden jubilee as a Brother of the Christian Schools. He was born in Ireland in 1876.

(Continued on page 32A)

### FABULOUS JESUIT



Father Carlos Maria de Heredia, S.J., a fabulous Mexican Jesuit, prominent as a movie writer, lecturer, and stage performer, is known to American Catholics through the activities of the eleven years he spent in the United States as a trouper with a theater circuit, catching audiences with his magician's skill and then holding seances to show the fakery behind them. He comes to the attention of Americans again as the author of a new book just published entitled "The Quest of Ben Hered," a newspaper reporter's account of a "behind the scenes" story of the Gospel. The book was a February selection of the "Catholic Literary Foundation."





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He is . . . the Director of Visual Aids of your school system . . . a staff member of the Bureau of Visual Instruction from one of the colleges or universities near you . . . Director of Audio-Visual Education for your State.

Whatever his title—he is an experienced specialist steeped in the practical knowledge of audio-visual education. He has chosen this work as his field of service. You should get to know him really well.

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He is ready and glad to consult with you regarding utilization techniques of modern audio-visual materials in your classroom. From his specialized knowledge of classroom problems, he will give

professional counsel in the selection, utilization, and evaluation of the wealth of educational audio-visual materials available. Teachers may be guided by him in the use of 16mm instructional motion pictures as modern teaching tools in the classroom.

For all educators who ask "Where can I find more information about the practical and successful use of motion pictures in the classroom?" there is an easy answer. Get in touch with one of the above mentioned specialists in audio-visual education.

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Film libraries are packed with 16mm motion pictures especially produced to

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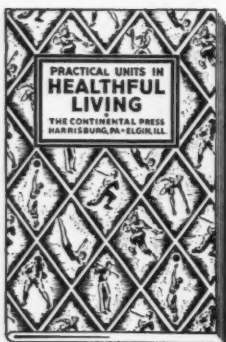


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### Book 2 — Grade 8

Unit 1—The Skin; Unit 2—The Nerves, Unit 3—Narcotics; Unit 4—Diseases; Unit 5—The Bones and Muscles; Unit 6—Exercise & Rest; Unit 7—Posture & Gait; Unit 8—Safety First.

### Book 3 — Grade 9

Unit 1—Foods; Unit 2—Community Health; Unit 3—Safety; Unit 4—First Aid; Unit 5—Clothing.

### Book 4 — Grade 10

Unit 1—The Circulatory System; Unit 2—The Respiratory System; Unit 3—Framework and Posture of the Body; Unit 4—Organs of Special Senses; Unit 5—Prevention and Cure of Contagious Diseases.

### Book 5 — Grade 11

Unit 1—Nutrition—Preparing the Food for Cell Use; Unit 2—Nutrition—Foods and Food Values; Unit 3—Body Controls; Unit 4—Attractive Personality; Unit 5—Rest and Fatigue.

### Book 6 — Grade 12

Unit 1—Safety—The Automobile; Unit 2—Home Safety and First Aid; Unit 3—Relationship of Health and Success; Unit 4—Municipal Health; Unit 5—Science Versus Fads and Fallacies; Unit 6—Review—Knowledge and Care of the Body; Unit 7—Review—Health and Recreational Aids.

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## APPOINTMENTS

• VERY REV. PACIFICO PERANTONI, O.F.M., who has been vicar general of the Franciscan Order since the death of the late Most Rev. VALENTINE SCHAAF, O.F.M., minister general, has been named by the Holy Father to serve as minister general for the remainder of the term, i.e., till 1951. The new procurator general is VERY REV. MATHIAS CONSTANTINE FAUST, O.F.M.

• VERY REV. JOSEPH M. NOONAN, C.M., president of Niagara University since 1932, has retired from the office but will remain at Niagara for an indefinite period, according to an announcement by VERY REV. DANIEL M. LEARY, C.M., head of the Eastern province of the Vincentian Fathers.

• VERY REV. FRANCIS L. MEADE, C.M., is the new president of Niagara University. He has been dean of arts and sciences at Niagara since 1932, and vice-president since 1939. A native of Philadelphia, he came to the University as professor of philosophy and education in 1928. He celebrated his silver sacerdotal jubilee two years ago.

• THOMAS V. REINERS has been appointed head of the technical processes department at the Cardinal Hayes Library of Manhattan College, according to a recent announcement of BROTHER AURELIAN THOMAS, F.S.C., the director. Mr. Reiners was an instructor in classics and social sciences for 16 years at Brooklyn Prep School and since 1944, librarian-archivist there. He is chairman of the Brooklyn-Long Island Unit of the Catholic Library Association, and of the Sisters' Literature Committee of the Gallery of Living Catholic Authors, and a member of several other academic organizations.

• RT. REV. MSGR. MARK K. CARROLL, pastor of St. Margaret's Church, St. Louis, Mo., has been appointed bishop of Wichita, Kans. He will succeed the late BISHOP CHRISTIAN H. WINKELMANN.

• REV. LOUIS BASKA, O.S.B., Ph.D., head of the department of economics at St. Benedict's College, Atchison, Kans., has been elected to the executive council of the Catholic Economic Association of America.

## REQUIESCANT IN PACE

• BROTHER PATRICK J. RYAN, founder of the Christian Brothers of Ireland in the United States, and former American provincial, died at the American provincial house at West Park, N. Y., February 10, at the age of 79. Brother Patrick came from Ireland in 1906 to establish the order's first American school at All Saints Parish, N. Y. He also helped to found Iona College in New Rochelle, N. Y., in 1941, and established schools in Chicago, Ill.; Butte, Mont.; Seattle, Wash.; and in Victoria and Vancouver, B. C.

• BROTHER AUBERT RICHARD, F.S.C., of Manhattan College, New York City, died, February 22, at the age of 54. Brother Richard (George Elzenbeck) was born in Utica, N. Y., and entered the Brothers' normal school in 1909. He had held a number of executive positions, including the principalship of Holy Trinity School in New York City.

• DR. HERBERT E. CORY, a professor at the University of Washington, Seattle, Wash., died recently at the age of 63. Dr. Cory was a Communist educator who became a convert to Catholicism in 1933. After his conversion, he told his story in a book entitled *Emancipation of a Free-thinker*, and has worked untiringly for the spread of the truth. His efforts turned a number of agnostic and atheistic thinkers toward the Church.

• BROTHER MALONEY, of the Christian Brothers of Ireland, died, February 5, at Kingston, N. Y., in his sixty-fifth year. He became a Brother in Ireland at the age of 18 and, in 1904, came to Newfoundland, where he labored for 15 years, afterward spending some time in Seattle, Wash.

(Continued on page 34A)

## Catholic Education News

(Continued from page 30A)

• BROTHER DENIS EDWARD, F.S.C., supervisor of schools for the Baltimore province of the Brothers of the Christian Schools, recently was the guest of honor at a dinner at the Brothers' home of La Salle High School, Cumberland, Md., in commemoration of his diamond jubilee. His 60 years as a teacher began in Baltimore in 1877. In 1911 he became president of La Salle College, Philadelphia, and during World War I he was in charge of St. John's College, Washington. In 1921 he became president of St. Thomas College, Scranton, Pa., and in 1930, supervisor of schools.

• REV. ALEXANDER P. SCHORSCH, C.M., Ph.D., was the guest of honor at a dinner celebrating his

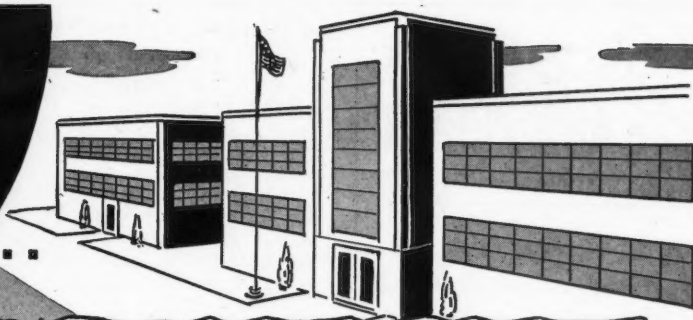
fortieth anniversary in the priesthood and his twentieth anniversary as dean of the graduate school of De Paul University, Chicago, Ill.

• RT. REV. BONIFACE SENG, O.S.B., president of St. Bernard College and head of the abbey at Cullman, Ala., on February 27, received the *cappa magna* as a priestly golden jubilee award from His Holiness Pope Pius XII.

• REV. JAMES M. GILLIS, C.S.P., is celebrating the twenty-fifth anniversary of his appointment as editor of *The Catholic World*. In addition to his principal work of editing an outstanding Catholic magazine, Father Gillis has been conducting a weekly column, *Sursum Corda*, in Catholic newspapers, has published several books, and has become known, even internationally, as a preacher and lecturer.



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## Catholic Education News

(Continued from page 32A)

For the past five years he lived at St. Joseph's Juniorate, West Park, N. Y.

• **BROTHER JOSEPH NUSSBAUMER, S.J.**, died at St. Stanislaus Novitiate, Cleveland, Ohio, recently, at the age of 95. He was born in Germany, where he entered the Society of Jesus in 1885. He has been at St. Stanislaus since 1899.

• **VERY REV. FRANCIS MARTELLI**, of the Italian Capuchin Fathers of North America, died, February 17, in Manhattan, N. Y., at the age of 74. He came to the U. S. from Italy 21 years ago. He was a professor of theology and, for the past 10 years, has been master of novices at the Capuchin Monastery in Beacon.

• **REV. JAMES J. WALSH, S.J.**, died, February 12, at St. Ignatius High School, Chicago, at the age of 53. He was a native of Rockford, Ill., where a sister and a brother now reside.

### COMING CONVENTIONS

• **March 15.** Wisconsin Unit for the Catholic Library Association, at Messmer High School, Milwaukee, 742 West Capitol Drive. Sister M. Ildephonse, S.S.N.D., Messmer High School, Milwaukee, chairman.

• **April 12.** Catholic Foreign Language Teachers Association, at Chicago, Ill. Sister M. Annella, O.S.F., Alvernia High School, 3901 N. Ridgeway Ave., Chicago 18, Ill., secretary. • **May 12-15.** American Association for Adult Education, at West Point, N. Y. Morse A. Cartwright, 525 West 120 St., New York 27, N. Y., secretary. • **June 10-13.** Special Libraries Association, at Chicago, Ill. Mrs. Kathleen B. Stebbins, 31 E. Tenth St., New York 3, N. Y., secretary. • **June 19-20.** Pennsylvania Vocational Association, at Eagles Mere, Pa. Henry S. Brunner, Dept. of Agricultural Education, State College, State College, Pa., secretary. • **June 29-July 5.** American Library Association, at San Francisco, Calif. Carl H. Milan, 50 E. Huron St., Chicago 11, Ill., secretary.

• See also list of coming conventions in THE CATHOLIC SCHOOL JOURNAL, January, 1947, pages 30A and 32A; and March, 1947 pages 38A and 48A.

### DIOCESAN DOINGS

#### Archdiocese of San Francisco

About 1100 teachers attended the annual meeting of the California unit of the N.C.E.A., elementary and secondary departments, in San Francisco, February 7 and 8, under the direction of Msgr. James T. O'Dowd, Ph.D., diocesan superintendent. "Our Teachers Must Prepare Students for Moral and Intellectual Leadership" was the general theme.

On Friday morning, the high school department heard an address by Rev. Joseph D. Mumier, Ph.D., of St. Patrick's Seminary, Menlo Park, on "The Catholic High School Student and Vital Participation in the Mass." This was followed by a panel discussion.

The program, Friday afternoon, began with a talk by Rev. John T. Foudy, Ph.D., assistant superintendent of schools for the Archdiocese of San Francisco, on "How Different Are Catholic Graduates?" The audience then separated into six groups for discussion of various phases of the general subject, namely, attitudes toward justice, marriage, race relations, leisure, parish life, civic affairs. After the group discussions, the whole audience reassembled to hear summaries of the discussions from the six presiding officers.

Some phases of English discussed on Saturday were: English Composition in High School, Creating Lasting Reading Interests, Modern Books and Modern Youth. Other subjects discussed were: business education, mathematics, science, social sciences, and modern languages.

The elementary teachers, after hearing a talk by Sister M. Carmela, C.S.J., on "How Shall We Achieve Positive Values in the Social Studies," grouped themselves according to grades for discussion of various subjects, methods, and programs.

#### Superintendent's Report

During 1946, enrollment in the elementary schools of the Archdiocese of San Francisco

(Continued on page 37A)



Scene from a Play, "The Magic Book" by Pupils of Sacred Hearts Elementary School, Fall River, Mass.



## Catholic Education News

(Continued from page 34A)

reached 29,792, according to a recent report by Rt. Rev. Msgr. James T. O'Dowd, superintendent. High school enrollment was 8734, in colleges 5341, making a total of 43,867.

Approval has been obtained for the construction of five new schools and an addition of eight grades to another; and a six-room addition has been added to another.

### Music for Teachers

Rev. Joseph Martinelli, assistant superintendent of schools and director of music, on February 15, completed a series of Saturday morning classes in music, including the teaching of Gregorian Chant, to 200 Sisters, at Notre Dame Convent. In March, Father Martinelli will repeat the course at the College of the Holy Names, in Oakland.

### Archdiocese of New York

The high school division of an institute for religious teachers, sponsored by His Eminence Cardinal Spellman, was held at Cardinal Hayes High School, in the Bronx, February 7.

Most Rev. J. Francis A. McIntyre, auxiliary bishop of New York, presided at the morning session. The Cardinal Hayes High School orchestra, directed by Rev. John W. Ziemak, rendered several selections. Rev. John J. Voight, superintendent of schools, made the introductory address. Very Rev. Msgr. Edward J. Waterson, principal of Cardinal Hayes High School, greeted the visitors, and Maisie Ward spoke on "The New Apologetic."

The afternoon panel discussions and their leaders were as follows: Administration—Brother Anthony John, F.S.C., M.A., community supervisor of high schools; Science—Brother Joseph J. Enright, F.S.C.H., M.S., vice-principal, Power Memorial Academy, Manhattan; State Scholarships—Rev. T. Gerald Mulqueen, S.T.D., principal, Catholic Central High School, Troy; Acceleration—Francis M. Crowley, Ph.D., dean, school of education, Fordham University, Manhattan; Business Education—Brother Lucius, C.F.X., Ph.B., Cardinal Hayes High School, Bronx; Public Speaking—Sister Maria Turibius, S.C., M.A., St. Barnabas High School, Bronx.

At the close all the visitors assembled for a résumé of the panel discussions under the chairmanship of Rt. Rev. Msgr. Michael A. Reilly, V.F., dean of Bronx County. Rev. Raymond P. Rigney, assistant superintendent of schools, introduced the panel leaders.

### SIGNIFICANT BITS OF NEWS

#### Society of Daily Communicants

The Society of Daily Communicants was founded in 1932. Members' names are inscribed in the "Golden Book." The spiritual director is Rev. Wm. J. Benisek, St. Paul's Shrine of the Blessed Sacrament, East 40th St. and Euclid Ave., Cleveland 3, Ohio.

#### Religious Book Week

May 4-11 is Religious Book Week, says the director of the project, Ellen O'Gorman Duffy. This will be the fifth annual observance sponsored by the National Conference of Christians and Jews, 381 Fourth Ave., New York 16, N. Y. "The Religious Book List," a 36-page pamphlet, listing books for adults and children in four sections—Jewish, Protestant, Catholic and Goodwill—available in April may be obtained without cost from the Conference.

#### Parish Library

St. Columbkille's Library was opened, February 23, at Brighton, Boston, Mass. It contains 1000 volumes, the latest in Catholic and secular literature which may be rented for two cents a day. There are spacious reading rooms open every evening from 7 to 9 o'clock. The library staff is recruited from members of the Legion of Mary and other parishioners, the project being in charge of Rev. Thomas F. Quinn. The general public is welcome at the library.

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### Jesuits in Iraq

The Jesuits of New England are in charge of Baghdad College which trains the sons of powerful sheiks, ex-prime ministers, cabinet members, and other officials of Iraq. Iraq has a population of 4,000,000. There are 75,000 Catholics of various rites among a total of 115,000 Christians.

### Catechetical Institute

Rev. Aloysius Heeg, S.J., nationally known authority on catechetics, conducted a Catechetical Institute at Mobile, Ala., February 21-23, under the auspices of the Mobile Students Spiritual Union. The explanations and demonstrations were designed to train catechists to teach the rudiments of the faith.

### Liturgical Week

The eighth national Liturgical Week will be held in Portland, Ore., Aug. 18-21, at the invitation of Most Rev. Edward E. Howard, arch-

bishop of Portland. The observance is entitled "Christ's Sacrifice and Ours."

### Fiction Is Important

The following assertions regarding the importance of fiction were made by Richard Reid, editor of the *New York Catholic News*, in endorsing the short story contest closed, March 31, by the Catholic Press Association:

"There has never been a time when the printed word has been as important as today, and never a time when fiction was more influential. Most of the public is getting its theories and convictions not from books on theology or philosophy or history or biography or essays but from fiction. The anti-Catholicism of the English-speaking world is due in large measure to the fiction of the seventeenth, eighteenth, and nineteenth centuries; most of our fiction today appears to be written by disciples of materialism, and the result is a

(Continued on page 38A)



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## Catholic Education News

(Continued from page 37A)

generation largely irreligious. "What a man thinketh in his heart, so is he." What one thinks in his heart colors his writing and influences his readers, for good or for ill."

### PUBLIC SCHOOL RELATIONS

#### Released Time a Success

Released time religious instruction in the city of Yonkers, N. Y., is reported as highly beneficial by Rev. Daniel J. Hurley, the Catholic co-ordinator. The program has been in effect in Yonkers since 1940. There are now 13 Catholic centers providing weekly instruction for 3139 pupils. Here

an interesting *obiter dictum* says that there are 4029 Catholic children in the Catholic schools of the city. Last year, as a result of released time contacts, more than 62 children sought admission to the parochial schools. Authorities credit the program with the city's excellent record regarding juvenile delinquency.

#### Religious Schools Need Aid

Religious schools in the United States face extinction unless Federal Government subsidies are forthcoming in the near future, said Dr. Jerome G. Kerwin, professor of political science at the University of Chicago in addressing a meeting of the Institute of Religious and Social Studies.

"A crusading, intolerant, and determined paganism confronts Christians today," he said, "and once on the warpath it will padlock or empty every church in America. Its followers would

prevent all religious teaching, if possible, as rank superstition. To them the elimination of the religious school would be a highly desirable accomplishment. The increasing costs of education may fulfill their fondest hopes."

#### Teachers' Salaries

"The point we wish to emphasize for Catholic readers is not the justice of the public school teachers' claim to monetary recompense. It is the parochial school teachers' claim to gratitude and admiration. Too many of us take the teaching Sisters for granted. We notice them only when there is occasion to criticize their methods or to rebel against the high standards they demand of their pupils in matters of character as well as of scholarship. In the matter of wages alone, our Catholic sisterhoods demand our admiration. For example, while we back the public school teachers' demand for adequate wages, it would be well for us to consider this fact: According to the archdiocesan superintendent of schools, the average wage of a teaching Sister in Colorado is \$35 per month. For this the nun spends a minimum of six full hours in a classroom and several more hours each day in preparation for her classes. But the individual Sister never sees that \$35 pittance; from it the procurator of the group must clothe, feed, and house the community; must provide for medical expenses and charities, and in many cases must finance the postgraduate courses that the younger nuns take on Saturday, their free day from teaching."—*The Denver Catholic Register*.

#### Sisters in Public Schools

In North Dakota there is a legislative proposal to prevent Sisters from wearing their religious garb while teaching in the public schools.

At the present time 74 Sisters teach in 17 public schools in the state. In ten of the school districts in which they teach the school population is completely Catholic, and in the others the Sisters have accepted teaching posts only after it was ascertained there would be no objection from the Protestant minority.

#### Aid Students

The National Lutheran Educational Conference, at a recent meeting in Boston, supported the principle of federal aid to students rather than to institutions—leaving the students free to select their own schools.

#### Teach Religion in Hawaii

There are 68 lay teachers giving religious instruction to Catholic children in 30 public schools of Honolulu—also 20 priests and four Sisters.

#### Transportation in Indiana

A bill has been presented in the Indiana legislature to require township trustees to provide an appropriation for transportation of children attending nonprofit or parochial schools.

#### Parish Buys Bus

Our Lady of Lourdes Parish in the country near Mobile, Ala., has solved its educational problem by purchasing a 60-passenger bus to transport children to parochial elementary and high schools in the city. Last summer, the parish held a big picnic to assist in paying for the bus.

### SCHOOL NEWS

#### School Library

St. Ann's School, Millvale, Pa., on February 23, opened a school library with a collection of about 800 books. A room in the school basement, long used as a classroom, has been renovated by Sisters, parents, and children for the library. The walls were painted, curtains and screens put in place, desks and bookcases installed, and a floor covering laid. Thus the pastor, Rev. James P. Carroll, C.S.Sp., and the principal, Sister M. Gilbert, O.S.F., have acquired for their school what is the dream of many other school officials.

(Continued on page 40A)

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33 NUMBERED POINTS

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## Catholic Education News

(Continued from page 38A)

### Building Plans

The Holy Cross Brothers are planning a \$600,000 building for Notre Dame High School, West Haven, Conn. Brother John Baptist, C.S.C., is principal of this school which was opened last September, at the invitation of Most Rev. Henry J. O'Brien, bishop of Hartford.

### Catholic County School

Catholic Central High School, Monroe, Mich., is central for a county. It serves the ten parishes of Monroe County. A board composed of the pastors of the county controls the school. The teachers are the Brothers of the Holy Cross from Notre Dame, Ind.

### Schools at Boys Town

Msgr. Flanagan recently announced several promotions among the school administrators at Boys Town. Harold Crawford, who has been principal of the high school, becomes superintendent of grade and high school. Archie Kearns has been promoted from assistant to principal of the high school. Peter Mulready, who has been an instructor in industrial arts and principal of the grade school, has been appointed director of vocational education.

The vocational courses at Boys Town High School are extensive and practical. Students pursuing vocational courses must take a minimum number of academic subjects. Next fall all of the following subjects will be available: automotive mechanics and electricity; automotive and aviation engines; sheet metal; machine shop, including welding, electricity, electric maintenance, and appliance service, including refrigeration and radio; woodworking; printing; ceramics; enamel on metal and decoration on glass; baking; shoe repairing; barbering; and tailoring.

### New High School

Archbishop Stepinac High School for Boys is the name of a school to be erected at White

Plains, N. Y. A campaign for funds in parishes to be served by the new school has produced more than a million dollars in cash and pledges. Construction will be started as soon as the weather permits and it is hoped that the building will be completed by September, 1948.

### Catholic Action Schools

The seventeenth annual Summer School of Catholic Action will be held in six American cities and in Montreal according to a recent announcement from Sodality headquarters.

The 1947 central theme is "Mary, Marriage, the Family, and Your Life's Work." There will be a faculty of 21 Jesuit priests and six laywomen.

The season will open at St. Louis University, June 15; the session for Boston will open June 22; for Montreal, June 29; for St. Paul, July 6; for San Antonio, July 27; for New York, August 17; and for Chicago, August 24.

### Schools in Hawaii

A \$250,000 high school, to be named the Damien Memorial High School, will be built soon in Honolulu, says His Excellency Bishop James J. Sweeney. Rev. Charles S. Gienger, diocesan superintendent of schools, is studying educational systems in Chicago, St. Louis, New York, and Washington, D. C.

At present there are in the Diocese of Honolulu seven high schools, one junior high school, 23 grammar schools, and a diocesan seminary. Teaching communities include the Congregation of the Sacred Heart, two groups of Sisters of St. Joseph, two groups of Franciscan Sisters, the Brothers of Mary, Sisters of Notre Dame de Namur, Maryknoll Sisters, and Sisters of Charity of the Blessed Virgin Mary.

### St. Mary of the Pines

A new building is planned as an addition to St. Mary of the Pines, Chatawa, Miss. Two of the ten buildings at this school date from 1874. They were built by the Redemptorist Fathers who sold them to the School Sisters of Notre Dame when the Redemptorist novitiate was closed.

(Concluded on page 42A)

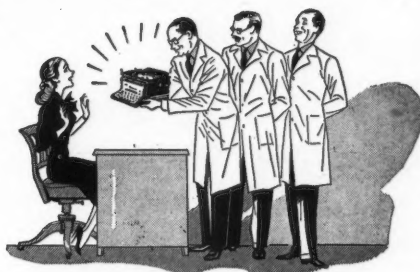


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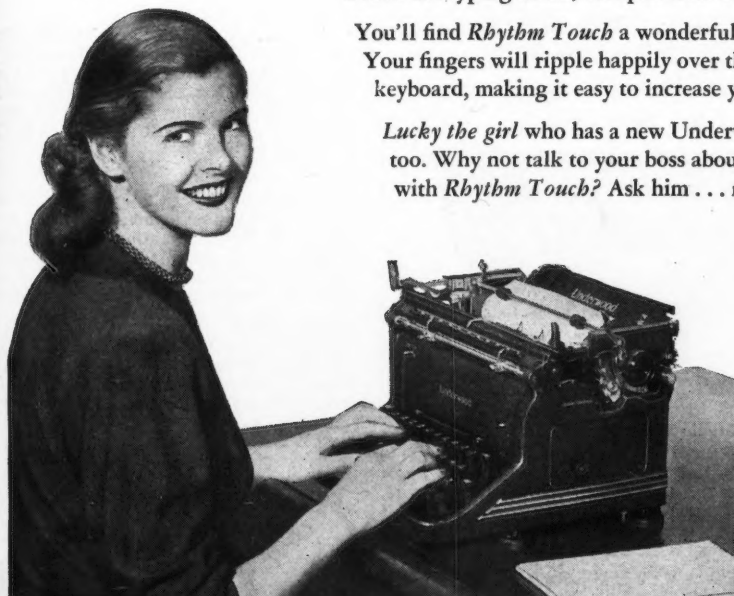
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## Catholic Education News

(Concluded from page 40A)

### COLLEGES AND UNIVERSITIES

#### Geophysics

The institute of geophysical technology at St. Louis University (St. Louis, Mo.) is a new type of engineering school. The lowest division is a single curriculum in general engineering; above this are specialized curriculums in eight technological fields; the graduate division is a research institute with courses leading to the master's and doctor's degrees. The institute has a fully equipped meteorological station with the usual instruments for automatic recording and for visual measurements of the elements of the weather.

#### Radio Studio

St. Joseph's College, Hartford, Conn., has a new broadcast studio. Following is the broadcast schedule for the second semester: February 5, Senior Class; February 12, International Relations Club; February 19, Radio Club; February 26, English Club; March 5, Italian Club; March 26, Choir; April 2, Classical Club; April 9, Chemistry Club; April 16, Spanish Club; April 23, Freshman Class; May 7, Debating Club; May 21, Sophomore Class.

#### New Library Courses

"Reading Interests of Children" and "Curriculum Enrichment for Elementary Schools" are new courses to be given on Saturday during the spring term of St. John's University, Brooklyn,

N. Y., according to an announcement by Rev. Dr. John A. Flynn, C.M., dean of Teachers College of the University.

#### New Jesuit College

Rev. James H. Dolan, S.J., rector of Fairfield College Preparatory School, Fairfield, Conn., has announced that, in September, his school will open a college department. Only freshman courses will be available during the year 1947-48. A new building, now under construction, will be ready for use in September.

#### Alumni Directory

The alumni association of the Catholic University of America has issued a directory listing 13,297 former students and graduates. The directory is dedicated to the 37 graduates who perished in the service of their country during World War II.

#### Courses in Mining

St. Francis College, Loretto, Pa., has received a grant from coal producers to start an educational program for mine supervisors.

#### College Church

Loras College Church of Christ the King is the title of the memorial to the alumni who served in the war and the priests who enlisted in the Chaplains Corps. Priests of the Archdiocese of Dubuque have subscribed about \$200,000 to erect this chapel at Loras College, Dubuque, Iowa. Archbishop Rohlfman invited Cardinal Von Preysing, bishop of Berlin, to bless the cornerstone.

#### Notre Dame Summer School

The University of Notre Dame, in June, will reopen its summer school which has been suspended for three years due to the war.

#### New Buildings at St. Martin

At Lacey, Wash., some new buildings are being erected for St. Martin's College. They are being built with surplus government property from Payne Field, Everett, Wash. Included will be an auditorium, classrooms, offices, and storage space; and a concrete-block warehouse and shop building for teaching purposes. St. Martin's College is conducted by Benedictine Fathers. Rt. Rev. Raphael Heider, O.S.B., is president.

#### College for Sisters

St. Joseph's College, Framingham, Mass., the novitiate of the Sisters of St. Joseph of Boston, has received a charter authorizing it to grant all degrees except law and medicine. Sister St. Francis, Ph.D., for many years dean of women at Regis College, is the first president of St. Joseph's College.

#### Marymount Jubilee

Marymount College, Salina, Kans., is celebrating its twenty-fifth anniversary. This school, in charge of the Congregation of the Sisters of St. Joseph of Concordia, is a fully accredited college and it conducts a research laboratory affiliated with the Institutum Divi Thomae of Cincinnati.

#### Jubilee Drive

Notre Dame College, Baltimore, Md., is conducting a drive for \$200,000 for general maintenance and improvement. This oldest Catholic college for women in the U. S. is making its first public appeal. The school is in charge of the School Sisters of Notre Dame.



G. C. Harmon



## Lesson Plans for Music

Sister M. Janice, S.S.J.\*

The daily lesson plan! How we love those words! Yet every supervisor demands such a thing, and we in our saner moments are forced to acknowledge its importance. Writing out the plan gives us a definite aim for each day. It shows us our objectives as a whole and just what we are doing to accomplish them. A daily lesson plan is invaluable to a substitute teacher. It saves the principal and her the embarrassment of having to ask the children the lesson they are on.

Every year we write and rewrite these assignments for the same subjects and wish that we might use our plans of the previous year. This would give us free time for checking papers and giving the children more individual attention. We find that it is impossible to do this because circumstances arise which make it difficult to cover the same amount of material in a day as we did in a previous year. Or perhaps, this year we find that, on a given day, we are able to cover more material, due to the fact that our class consists of children of superior mentality.

This year, I decided to do something about it. I took three-by-five thesis cards for charting work. Our school system provides for a daily twenty-minute music period for each grade in the elementary school. We are given a month by month outline to follow. This contains only the names of songs to be taught, text and page number, together with the arrangement, i.e., unison, two part, etc., and whether or not it is to be learned by rote or reading. The following method simplifies my work.

Each card is numbered to keep it in order. At the top is placed the grade. Beneath the name of the class, the text, page number, and song are typewritten. Next the steps which are to be covered on that assignment are jotted down. For example:

### 13. GRADE 8

Tunes and Harmonies, p. 140, "Shine Glorious Sun"

1. Vocalize—scale in two parts.
2. Find *Do*.
3. Read by *So-Fas* and letters.
4. Read each part separately.
5. Point out sharp chromatic.
6. Prepare skips.
7. Chant words in rhythm.
8. Sing, phrase at a time, until mastered.

Another card might be prepared thus:

### 11. GRADES 5 AND 6

Vocalize—*Na-Nay-Nee-No-Noo*

Review "The Elf," "E"ing through. Notice quality.

1. Text p. 9b—"Song of Labor"
- a) Locate *Do*. Recall rule of flats.
- b) Mark time.

\*St. David School, Detroit 5, Mich.



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- c) Teacher sings; pupils follow.
- d) Class sings with teacher.


When the lesson is to be taught, the card is placed in the textbook and during the class period laid on the organ. If the work takes more than one day, the card is kept in the

book until completed. After the lesson has been learned, the card is filed in a small box arranged for that purpose. The cards are indexed according to grades instead of alphabetically. The following year the same card may be used again, or even referred to during the same year for review.

This plan may be adapted to other subjects. In literature, for example, the presentation and subsequent assignments may be outlined on a small card with the number of the unit and the grade placed at the top. Other cards, containing stories found in the section studied, as well as difficult words and phrases may be typed. These may be followed by stories relating to the same topic, from miscellaneous readers. When the unit has been completed, the cards may be filed in their proper sections.

### WHAT KIND OF EDUCATION?

There is but one method of preventing crimes, and of rendering a republican form of government durable, and that is, by disseminating the seeds of virtue and knowledge through every part of the state by means of proper places and modes of education, and this can be done effectively only by the interference and aid of the Legislature.—Benjamin Rush



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## A Biblical Dramatization

### Esther, the Brave Queen

*Sister M. Angela, R.S.M. \**

CHARACTERS: Esther, King Assuerus, Mardochai, Aman, Attendants.

SCENE: Esther and her uncle Mardochai walking in the garden talking.

\*St. Joseph's Convent, New Bedford, Mass.

#### Scene I

MARDOCHAI: How pleased my dear brother would have been if he had lived to see you made queen.

ESTHER: Indeed, yes, he would have been proud, for it is a great honor. King Assuerus

was very kind to have selected me from all the beautiful maidens of the court.

MARDOCHAI: He does not know you are Jewish, and you must not let him know.

ESTHER: Why not, Uncle?

MARDOCHAI: Because the Persians do not like the Jews, and we Jews have an enemy right here within the palace.

ESTHER: Is his name Aman?

MARDOCHAI: Yes, and he is so cruel and haughty that he forces our people to bow before him.

ESTHER: Do you bow before him, Uncle?

MARDOCHAI: No, and never will I bow down to him or any man. To God alone will I bow.

#### Scene II

[Aman walking up and down talking to himself.]

AMAN: I have the highest office in the land. I am the King's favorite courtier, and I have great riches, yet I am very unhappy. I hate this Jew, Mardochai, because he will not bow down and pay me honor. I must plan some way to get rid of him.

#### Scene III

[Aman talking with King Assuerus.]

AMAN: These Jews are very troublesome people and they are trying to rule Persia.

KING: Can this be true?

AMAN: Indeed it is, Sire, and the Jew Mardochai is their leader.

KING: This is indeed bad news. Rid the land of these Jews, and do it at once.

AMAN: Very well, Sire, I will send out an order in your name, saying that all the Jews in the kingdom and thereabouts must die.

KING: You have my consent, now make your own plans.

#### Scene IV

[Mardochai hears the news and is greatly upset. He secretly visits Esther.]

MARDOCHAI: Of course you have heard the order against the Jews, Esther. You alone can save our people.

ESTHER: But Uncle, how can this be done?

MARDOCHAI: You must go to the king and beg him not to let this happen.

ESTHER: I dare not visit the king unless he sends for me.

MARDOCHAI: You must, Esther, it is our only hope.

ESTHER: Uncle, I dearly love our people and to save their lives I shall risk my own. I will go into the king's presence and beg him to save the lives of the Jews.

MARDOCHAI: Well spoken, Queen Esther. May the God of our Father Abraham guide you.

#### Scene V

[Esther at the King's feet.]

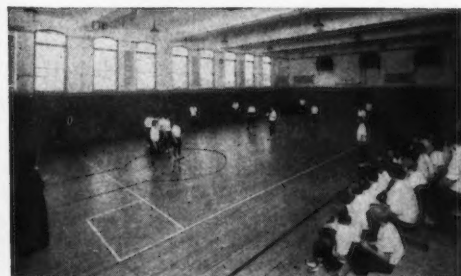
KING: My fair queen, what brings you here? I see that you are troubled. Speak!

ESTHER: My Lord and King, be not angry with me, for I have a request to make.

KING: Fear not, say but the word and though you ask for half my kingdom, you shall have it.

ESTHER: Thank you, gracious king. I wish

(Turn to page 50A)



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## Esther, the Brave Queen

(Concluded from page 48A)

to invite you and Aman to a feast that I have prepared for tomorrow.

KING: So shall it be! We will be your guests on the morrow.

AMAN: Queen Esther, I am indeed honored.

### Scene VI

[At the feast.]

KING: My Queen, yesterday I told you that I would grant you any favor that you asked. Now is the time for you to speak for you were never more beautiful in my sight.

ESTHER: My King, I am a Jew and I love

my people dearly. A plot has been formed in this very palace to hang my uncle, Mardochai, and to kill all other Jews in the kingdom. Please, I beg you, spare the life of my dear uncle and the lives of all the other Jews.

KING: Esther, my Queen, be you Jew or Persian, you are sweet and good. No evil will befall either you or yours. But you say this plot was made here in the palace. Can you name the person who would dare plot such a terrible crime.

ESTHER: My King, there sits the man — Aman is the guilty one.

KING: False counselor, dearly will you pay for this. Attendants, bring out this man and

hang him in the place he has prepared for the Jew, Mardochai.

[Aman is led out.]

## Where Better Government Begins

Louise Darcy\*

The recent war has shown us as never before that there must be higher ideals and more stable ethics in government and statesmanship if civilization is to be helped on its way of progress.

There is no longer any place for the *laissez-faire* form of administration where politicians are allowed to control governmental policies for their own benefit or for the benefit of those who control the politicians.

We must have better government and better government must start in the schools. Pupils must have a more intensive training in civics and learn the responsibilities of public office. They must learn more about our laws and how they are enforced.

It cannot be learned too early that the purpose of public office should be to serve, not to get. Our country and the other countries of the world can regain their peacetime production and well-being only by selfless service from all citizens and most of all from those who speak and act for the great body of citizens: those who hold public office.

Preparations have been made to train our young members of the diplomatic corps more thoroughly so that when the need arises we will have a staff competent to deal with the worth-while problems which every country must face today.

The youth of today have wider horizons than ever before. They have great opportunities and great privileges. These in turn bring responsibilities.

The time is past when anyone can ignore public issues and let them be shifted to the untrained or the dishonest who are only waiting for such an opportunity.

The pupils in school should be taught at an early age what makes up good government and as they advance in years they will be ready to take their place in helping to solve the world's problems.

Only by preparation can these problems be met. Every individual should be willing by study and effort to give some time to civic duties.

In every community there are small public tasks which youth can undertake. In this way they will familiarize themselves with the practical working of our democratic system.

By training and practice the men of tomorrow who have learned about government will be better able than the men of the past to bring about a peaceful world which will endure, a world where all men are governed well and kindly, not confused and misguided by poor leadership.

There is a civic trust reposed in the schools. They must awaken to its challenge and enlighten pupils who await this lesson in citizenship.

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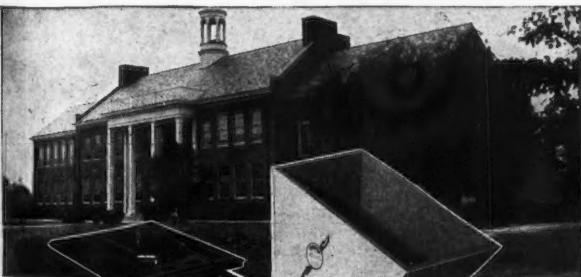
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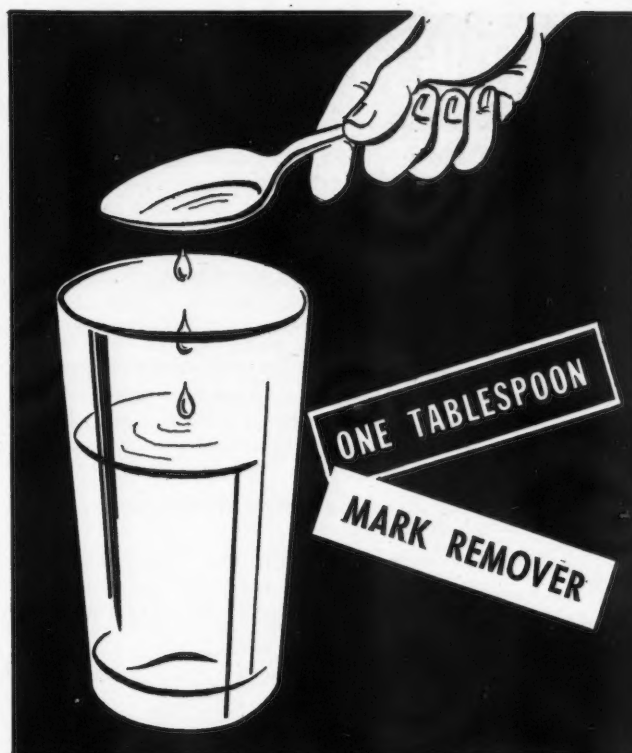
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## A Morning Music Period

Mary Capotosto\*

Have you a phonograph in your classroom? If so, are your pupils particularly keen about listening to the recorded music to which you have introduced them?

You will, of course, find that you have not nearly enough time during the class hours to even begin to satisfy the average child's desire to hear the music you use in the lessons of music appreciation. So how about a music period out of class time?

An especially good hour is before nine o'clock in the morning; say, from eight thirty to eight fifty-five.

Since listening to such programs would be put on a voluntary basis, those children really interested in the music would surely make an effort to be present at that hour. In fact, such a plan might, in many cases, even solve the "late" problem.

—Beforehand, write on the blackboard the names of the selections to be played; or have one of the children write the list for you. With the program there in front of them, there will be no necessity for the listeners to ask questions about the music.

Of course the rule of complete silence during the program should be strictly enforced. Make it a choice of "Come in and listen, or

stay out and let others listen." There should also be the understanding that those children — which will include most of them — arriving while the program is in progress, must be particularly quiet.

Here are a few suggestions for making up programs: On different mornings feature the various types of vocalists and instrumentalists; individual artists for whole programs; a group of Negro spirituals, or folk songs, or songs of certain countries; the music of various composers; marches, played and sung; records of diverse dance rhythms; selections from the operas, both vocal and instrumental mixed; unfamiliar songs sung by singers the children know; records chosen, by request.



## New Supplies and Equipment

### Production, Service, and Sales News for School Buyers

#### BASIC RECORD LIBRARY

RCA Victor has announced a completely new basic record library for elementary schools, including phonograph records and teaching notes. The new basic library consists of 21 albums, each of which usually contains four records. Extensive teaching notes are bound in the albums. The records are made on nonbreakable plastic.

The repertoire of 370 compositions for various grades was selected by Lilla Belle Pitts, professor of music at Teachers College, and Gladys Tipton, assistant professor of music education at Illinois University.

Phases represented include listening, rhythms, singing, toy bands, Christmas, singing games, Indians, etc.

Radio Corporation of America, RCA Victor Division, Camden, N. J.

For brief reference use CSJ—410.

#### ELECTRIC-AIRE DRIERS

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Electric-Aire Engineering Corp., 209 West Jackson Blvd., Chicago 6, Ill.

For brief reference use CSJ—411.

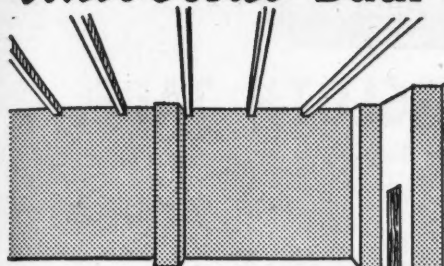
#### AUDIO-VISUAL SCHOLARSHIPS

The University of Chicago and ten other colleges will receive 1947 scholarship grants for the (Continued on page 54A)

\*35 Augusta Ave., Toronto 2B, Ontario, Canada.



# Universal Dual Purpose Bleachers Provide-



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## HERE'S A SUGGESTION:

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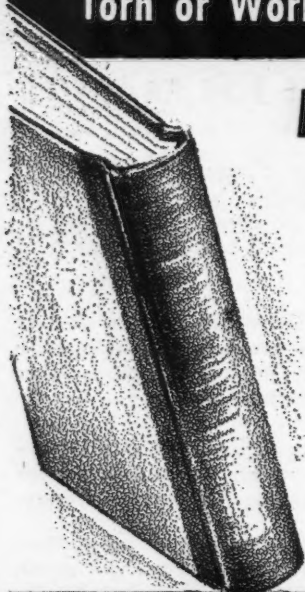
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## New Supplies

(Continued from page 52A)

Encyclopaedia Britannica Films' third annual summer tuition scholarships. Teachers applying for these scholarships should have some special responsibility for an audio-visual instruction program in connection with regular teaching assignments.

Encyclopaedia Britannica Films Inc., 20 North Wacker Drive, Chicago 6, Ill.

For brief reference use CSJ—412.

### NEW WORLD BOOK ENCYCLOPEDIA

The publishers have prepared an attractive pictorial announcement of the new, 1947, edition of the *World Book Encyclopedia* now on the press. Volumes A through F are being distributed, six more volumes will be ready in April, and the last six in June.

The booklet announcing the new edition is made up largely of samples of the pictures, diagrams, and maps in black and white and in several colors.

One feature of the *World Book* is that each article is written for the grade in which it usually is studied.

The Quarrie Corporation, 35 East Wacker Drive, Chicago 1, Ill.

For brief reference use CSJ—413.

### PAMPHLET ON AUDIO-VISUAL AIDS

*Suggestions for Organizing a Functioning Audio-Visual Teaching Aids Department* is a school service bulletin you can get free from DeVry. Written by an authority on the subject, the bulletin outlines 14 basic steps. You can get your free copy from:

DeVry Corporation, 1111 Armitage Ave., Chicago 14, Ill.

For brief reference use CSJ—414.

### ANALYSLIPS

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Ditto Incorporated, 2243 West Harrison St., Chicago, Ill.

For brief reference use CSJ—415.

### "FILMOCOTE" LENS COATING

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Bell & Howell Co., 7100 McCormick Road, Chicago 45, Ill.

For brief reference use CSJ—416.

### GLOBES, MAPS, CHARTS

Cram's Catalog No. 80 of Teaching Aids will be very interesting and useful to any teacher. Even the best informed teacher may find described and illustrated just the kind of globe, map, or chart needed for the problems in hand. There are, for instance, sets of standard colored American history maps and world history maps in a variety of styles and mountings; Biblical maps; maps of agriculture and industries; physical-political maps; state maps; etc. A special feature is Cram's Air-Age U. S. Centric World map, showing accurate air distances to all parts of the world. There is the Sun Ray and Season Indicator Globe Mounting, which facilitates the teaching of the sun's effect on the earth with the reasons for day and night, the changing of the seasons, etc. This globe has been designed especially for schools.

The George F. Cram Co., 730 East Washington St., Indianapolis 7, Ind.

For brief reference use CSJ—417.

### EDUCATION AND INDUSTRY

*Education Makes Our Freedom More Secure* is the title of a thoughtful booklet issued by the American Seating Co. to promote co-operation among the schools, the press, and industry. The booklet, primarily a tribute to education, gives suggestions for making the work of education known to the people. One especially useful feature is a group of quotations that may be used in speeches and articles. For your copy write to:

American Seating Co., Ninth & Broadway, Grand Rapids 2, Mich.

For brief reference use CSJ—418.

### PLANNING YOUR LABORATORIES

The latest catalog of E. H. Sheldon & Co., manufacturers of laboratory and vocation furniture and equipment, constitutes a handbook to help in the selection of such equipment. There are carefully engineered suggestions for planning homemaking classrooms and vocational or industrial arts shops, based on data supplied by federal and state departments of education and other leading authorities.

E. H. Sheldon & Co., Muskegon, Mich.

For brief reference use CSJ—419.

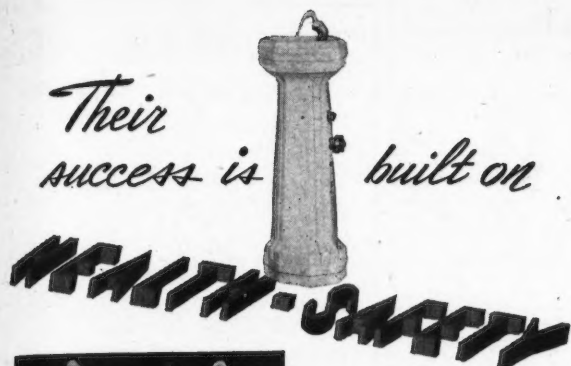
### NEW FILMS

The following are among the new educational films released recently by various producers. The listing of a film in this column is not a review and is entirely independent of the evaluations of films published elsewhere in *THE CATHOLIC SCHOOL JOURNAL*.

#### What Makes Day and Night

16mm. black & white. For elementary science classes. Young America Films Inc., 18 East 41st St., New York 17, N. Y.

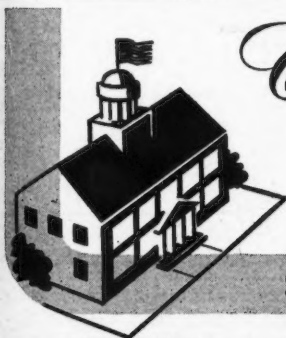
(Concluded on page 58A)



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## New Supplies

(Concluded from page 54A)

### Making Shoes

16mm. sound. Modern factory processes. *Encyclopaedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6, Ill.*

### It's All Yours

The film used originally with the Teen Age Book Shows. To encourage teen agers to read. Address: *Miss Martha Huddleston, Director of Reading Promotion, Pocket Books, Inc., 1230 Avenue of the Americas, New York 20, N. Y.*

### Priceless Cargo

16mm. or 35mm. sound. Shows past perils and present progress in transportation of school children. *Department of Safety Research, Superior Coach Corporation, Lima, Ohio.*

### Films on Accounting

35mm. film strips. For first-year bookkeeping classes. Six film strips: "Introduction to Accounting"; "The Accounting Cycle—Direct to Ledger Entry"; "How to Balance Accounts"; "The Journal—First Lesson"; "Posting—One Journal, One Ledger"; "Controlling Accounts." *Business Education Visual Aids, 330 West 72nd St., New York, N. Y.*

### U. S. Government Films

An extensive list of films produced by various agencies of the government on agriculture, aviation, veterans, Diesel engines, chemistry, fire, machine operation, electricity, and many other subjects, may be obtained from the distributors, *Castle Films, 30 Rockefeller Plaza, New York 20, N. Y.*

### Strange As It Seems

Eight 16mm. one reel, sound, portraying oddities of history. *Academic Film Co., Inc., New York, N. Y.*

### Summer Storm

Black & white, 16mm. or 35 mm. For classes in physics and social studies and assemblies. Free from: *School Service Department, Westinghouse Electric Corporation, 306 Fourth Ave., Box 1017, Pittsburgh 30, Pa.*

### Map Slides

"U. S. Economic Geography Map Slides." 20 colored 2 by 2 map slides showing distribution of economic resources. Wheat, corn, cotton, sugar, potatoes, etc. *Young America Films, Inc., 18 East 41st St., New York 17, N. Y.*

### March of Time Films

Three 16mm. sound films: "Atomic Power," "The New France," and "Tomorrow's Mexico," were released March 1 by the March of Time Forum. A booklet describing all of the 29 issues of this series may be obtained from your local film library or from: *The March of Time Forum Edition, 369 Lexington Ave., New York 17, N. Y.*

### Treasure from the Sea

The Dow Chemical Co. has a 30-minute film program of two pictures available without charge. First is a Walt Disney color film, "Treasure from the Sea." The second is "This Is Magnesium" explaining the extraction of magnesium from sea water. *The Princeton Film Center, Princeton, N. J.*

### The Mailman

16mm. sound. To show primary pupils how the post office system operates in city and rural districts. *Encyclopaedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6, Ill.*

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